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ABSTRACT

New Canadian minority students, ages 6-16 were the subjects of this study on evaluation practices, educational policies, and placement procedures. The term denotes immigrants of West Indian, East Indian, or Portuguese origin, or other non-Anglo-Saxon background. Structured interviews were conducted with 34 Ontario boards of education and with 245 school administrators and practitioners. Although students were typically placed by age, this initial decision was frequently changed because teachers reported low achievement: it was difficult to decide if this was a language or a learning problem. Teacher-made tests were the most frequently used, followed by the Weschler Intelligence Scale for Children and the Wide Range Achievement Test. Teachers monitored placement in the absence of tests. Most boards offered English as a second language and learning disabilities programs. Most modified standardized test content and administration; boards criticized the general use of tests for minorities. Twelve boards required counseling of minorities during placement but there was little evidence for it, possibly because counselors felt that minorities should be relegated to special education consultants. Recommendations for implementing the Ontario government's policy of multiculturalism included inservice training and cooperation among boards. The interview questionnaire and an extensive bibliography are appended. (CP)

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TESTING, ASSESSMENT, COUNSELLING AND PLACEMENT OF ETHNIC MINORITY STUDENTS

Current Methods in Ontario

RONALD J. SAMUDA, Principal Investigator
DOUGLAS H. CRAWFORD, Associate Investigator

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Table of Contents

Table of Contents	i
List of Tables and Figures	iv
Acknowledgements	viii
CHAPTER 1: Statement of the Problem and Need for the Study	1
I. Introduction	1
II. The Historical Background	5
a. Immigration Policy to World War II	5
b. Post World War II	6
c. Immigration and Education	9
d. Summary	11
III. Purpose of the Study	12
IV. Scope of the Research	14
V. Definitions	15
CHAPTER 2: Review of the Literature	16
I. Introduction	16
II. Human Resources Development	16
III. Immigration and Immigrants	18
IV. Theories of Assimilation	20
V. Schooling and Adjustment	23
VI. Linguistic Differences and Academic Progress	25
VII. Sources of Conflict - Home, School and Peer Group	28
VIII. Social Acceptability and Self-Esteem	32
IX. Recognition of Differences	34
X. Provisions Made	37
XI. Testing	40
XII. Counselling	45
XIII. School, Home and Community	48
XIV. Conclusions	50
CHAPTER 3: Design of the Study	54
I. The Origins of the Study	54
II. The Consultative Model	57
a. Consultation at Queen's University	59
b. Consultation with OISE	59
c. United States Agencies	59
d. The Ontario Human Rights Commission	61
e. The Technical Advisory Group	62
III. Selecting a Sample	65
IV. The Pilot Survey	75
V. Liaison with School Boards	76

CHAPTER 4: Analysis of the Interview Data	86
I. Preparing the Interview Data for Analysis	87
a. Organizing the Data Analysis	88
b. Numbers in Major Groups of Boards and Schools Analyzed	92
c. Grouping of Boards by Level of Ethnic Concentration	93
II. Placing Students in the System	95
a. Initial Placement	95
b. Special Placement Initially	107
c. Reviewing Placement	113
III. Testing	121
a. Use of Tests at Initial Placement	121
b. The Monitoring of Initial Placement	123
c. Tests Used During Initial Placement	123
d. Tests Used in Following Up Initial Placement	127
e. Modifications to Tests	129
f. Compensation for Cultural Differences	133
IV. Counselling During the Placement Process	136
V. Special Programs	142
VI. A Review of the Responses to Ten Basic Questions	160
a. Location	160
b. Ethnic Concentration	164
VII. Suggestions of Respondents Regarding Problem Areas and Solutions to Placing New Canadian Students	165
a. Problem Areas	165
b. Possible Solutions	169
VIII. Evaluation of the Interviews	175
IX. Post Interview Procedure	176
CHAPTER 5: Document Analysis	178
I. Policy Statements	180
II. Definition and Distribution of Immigrant Students	181
III. Reception and Placement of Students in Special Programs	186
IV. Programs Specifically Related to Immigrant Students	191
a. Guidelines for the Reception, Orientation, Assessment and Placement of Immigrant Students	193
b. A Composite Model of the Guidelines for the Reception, Orientation, Assessment and Placement of Immigrant Students	195
V. English as a Second Language/Dialect (ESL/D) Programs	202
VI. Testing	208

VII.	Issues and Concerns Relative to the Reception, Assessment and Placement of New Canadian Students in the Educational System	213
a.	Testing	213
b.	Placement in Basic Programs	214
VIII.	Summary and Conclusion	217
CHAPTER 6:	Summary of Findings; Discussion and Recommendations	227
I.	Initial Placement	228
II.	Special Placement	228
III.	Further Assessment	229
IV.	Testing During Initial Placement	230
V.	Testing During Follow-Up to Initial Placement	231
VI.	Modifications to Tests	232
VII.	Counselling During Placement Process	233
VIII.	Special Programs	235
IX.	Discussion	236
a.	The Problem of Assessment	236
b.	The Role of the Teacher	240
c.	The Role of the Counsellor	242
d.	Need for Systematic Planning	243
e.	Further Research	245
X.	Recommendations	246
XI.	A Note on the Reliability of the Data	249
APPENDIX A:	Instruments and Cards	252
APPENDIX B:	Correspondence	304
APPENDIX C:	Further Items Relating to Interview Analysis	309
ANNOTATED BIBLIOGRAPHY		addendum

List of Tables and Figures

Table

1. Number of Immigrants, 0-18 Years of Age by Selected Locations in Ontario as their Intended Destinations, 1975 Calendar Year	66
2. Distribution of Population of Boards with Non-Negligible Ethnic Concentration of Immigrant Students Based on 1976-77 Ontario Directory of Schools and Ontario Immigration Statistics for 1975	68
3. Immigrants to Ontario by Country of Last Permanent Residence, 1970-1975	70
4. Some Details of the Sampling Base and Process for Choosing the Final Sample of Schools	74
5. Field Operations: Interviews Completed Northern Region	78
6. Field Operations: Interviews Completed Western Region	79
7. Field Operations: Interviews Completed Central Region	80
8. Field Operations: Interviews Completed Metropolitan Toronto Region	81
9. Field Operations: Interviews Completed Eastern Region	82
10. Field Operations: Interviews Completed Summary of Regional Interviews	83
11. Framework for Integrating Data Analysis	88
12. Intended Major Comparisons of Interview Data	90
13. Summary of Computer Runs	91
14. Sizes of Respondent Groups Analyzed	92
15. Distribution of Participating Boards by Size and Ethnic Concentration Based on 1976-77 Ontario Directory of Schools and Ontario Immigration Statistics for 1975	94
16. Distribution of Participating Boards by Size and Ethnic Concentration Based on 1977-78 Ontario Directory of Schools and Student Data Returns from Interviews	96
17. Distribution of Participating Schools by Size and Ethnic Concentration	97
18. What Happens to a New Student	99
19. Frequency of Use of Diagnostic Assessment	100
20. Do Screening Procedures Differ for Different Cohorts of Students	101
21. Nature of Different Screening Procedures Used for Different Cohorts of Students	102

Table

22. Three Most Important Factors in Initial Placement All Boards and Schools	104
23. Three Factors in Initial Placement Judged Most Important by Various Groups	105
24. Three Most Important Factors in Initial Placement if No Records Presented	106
25. Factors Indicating Need for Special Placement Initially (All 279 Schedules)	107
26. Factors Indicating Need for Special Placement Initially (Various Groups)	108
27. Percentages of Various Groups for which Special Placement Procedures Differ from Regular Placement Procedures	109
28. Main Types of Referral Used by Boards and Schools with Initial Special Placement Procedures	111
29. Main Types of Monitoring and Assessment Used by Boards and Schools Operating Special Placement Procedures	112
30. Most Likely Ways in which a Review of Placement is Initiated	114
31. Most Likely Way Review of Placement is Initiated	115
32. Most Frequent Cause for Reassessment (All Boards and Schools)	116
33. Most Frequent Cause for Reassessment (Various Groups)	117
34. Three Most Important Factors in Reassessment (All Boards and Schools)	119
35. Three Most Important Factors in Reassessment (Various Groups)	120
36. Level of Use of Tests During Initial Placement	122
37. How Initial Placement is Monitored when Testing is not Used	124
38. Frequency of Use of Tests During Initial Placement	126
39. Frequency of Use of Tests in Follow-Up to Initial Placement	128
40. Extent of Modification for Cultural Differences when Testing During Reassessment	129
41. Modifications Made to Tests During Review of Placement	131
42. Three Modifications Made Most Frequently to Tests in Reviewing Placement by Major Groups of Respondents	132
43. Extent of Compensation for Cultural Differences when Testing During Reassessment	133
44. Compensations Made for Cultural Differences in Interpreting Tests During Review of Placement	135
45. Policy of Counselling Required During Initial Placement	137
46. Length of Time Policy of Counselling During Placement has been in Effect	138
47. Stages at which Individual and Group Counselling is Used by Boards	140
48. Allowance Made in Counselling Procedures for Different Cohorts	141

Table

49. Special Programs Offered Most Frequently by Boards on a Contained Basis	144
50. Special Programs Offered Most Frequently by Boards on a Withdrawal Basis	144
51. Special Programs Offered Most Frequently by Boards on an Itinerant Basis	145
52. Other (Unlisted) Special Programs Offered by One or More Metro Boards	146
53. Special Programs by Boards Most Frequently Offered by Level of Ethnic Concentration	147
54. Two Special Programs Judged Most Useful for Cohort B and C Students (Metro vs. Non-Metro Boards)	149
55. Two Special Programs Judged Most Useful for Cohort B and C Students (By Level of Ethnic Concentration). .	150
56. Percentages of Boards and Schools with New Programs under Development	151
57. Types of Programs Mentioned	152
58. Frequency with Which Development of Special Programs was Mentioned by the Three Global Groups	154
59. The Three New Programs Most Frequently Mentioned by Major Groups as Under Development	155
60. Frequency with Which Needed Programs Were Mentioned by the Three Global Groups	157
61. The Three Programs Identified by Major Groups as Most Needed	158
62. Percentages of Board and School Groups Saying New Programs are Needed	159
63. Factors or Areas Judged the Most Difficult Problem in Placing New Canadians	166
64. Suggested Solutions to the Problems of Placing New Canadian Students	170
65. Distribution of School Boards by Number and Type of Documents Received	179
66. Special Education Programs Reported by School Boards Supplying Documents	182
67. School Boards Supplying Documents with Population Statistics	183
68. Boards Reporting Distribution of Immigrant Students	185
69. Distribution of School Boards Reporting ESL Classes	187
70. Content of Guidelines of the Reception, Placement and Programming of New Canadian Students	194
71. English as a Second Language Program Reported by School Boards	203
72. Summary of Programs Offered by Boards of Education	207
73. Distribution of Boards of Education with Specific Reference to Testing Procedures	209
74. Test Instruments Listed by School Boards Reporting	210

Figures

1. Education and the Immigrant Student (A Conceptual Framework)	60
2. Classification of Special Programs	143
3. Responses of Metro and Non-Metro Groups of Boards and Schools to Ten Basic Questions	161
4. Responses of Groups of Boards and Schools of Low, Medium and High Ethnic Concentrations to Ten Basic Questions	162

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1 Statement of the Problem and Need for the Study

I. Introduction

This project is concerned with investigating the factors related to the reception and placement of immigrant minority students in the Ontario educational system. We are essentially interested in discovering how the educational system, geared primarily to the indigenous, white, English-speaking majority, has been coping with the dramatically increasing number of new Canadian students.

The facts speak for themselves. Statistics Canada reports that over 50 percent of all immigrants entering Canada between the years 1967 and 1976 settled in Ontario, and approximately one-third of this group (over 34,000 in 1974 alone) were persons of school age. The vast majority settled in urban areas, notably Metropolitan Toronto which in a single peak year received close to 60 percent of all immigrant students. Many were parts of new and visible minorities, West Indian, Portuguese and East Indian in ethnic origin.

The presence of many of these "new newcomers" has presented the schools in Ontario, particularly in the Metropolitan Toronto area, with a radically new situation. In sharp contrast to the traditional pattern of a more or less homogeneous population, immigrant minority students have introduced a degree of heterogeneity - in ethnocultural backgrounds, learning styles and value systems - never experienced or even contemplated before. How have these changes affected the schools?

A survey of the literature reveals the existence of many serious problems - not unlike those experienced in other educational systems outside of Canada where educators face a similar task of multicultural diversity. On the one hand, there are those problems which arise from the cultural discontinuities experienced by the immigrant minority student; on the other, there are the problems which stem from the school system's apparent unpreparedness for this new type of student. Both sets of factors interact and may well retard the newcomer's academic progress and ultimately limit his/her educational opportunities.

In the circumstances, the development of appropriate strategies to meet the educational needs of immigrant minority students is one of the most urgent and compelling tasks facing the Ontario school system today. To whatever extent schools fail to provide adequate educational opportunities for all children they become one of the major means by which social and economic inequalities are accentuated within the society.

Clearly, however, appropriate methodologies can emerge only out of a systematic appraisal of existing policies and practices and out of the identification of those approaches which are most effective in the teaching/learning process. But an examination of the literature reveals no extensive body of information charting the ways in which school boards across the province have been responding to the changes introduced by the recent wave of immigration. What evidence may be culled from the available materials suggests considerable variation in the approaches adopted and in the degree of organized response from one school board to another.

Individual school jurisdictions appear to be addressing the

issue of new Canadian students in their own way, remaining largely unaware of the approaches and methodologies being used in neighbouring jurisdictions that are experiencing changes in the student population which are similar to their own. The population and organizational dynamics which underlie particular patterns of response are certainly not clear. The question may be asked, for example, whether schools respond to the changes in a "reactive" as distinct from a "responsive" mode. The inadequacy of available data pertaining to the distribution of new Canadian students within the schools presents a formidable obstacle to a proper understanding of the changes taking place and creates a logical imperative for an empirical investigation to uncover the facts.

There are additional considerations. Serious gaps appear to exist between the expectations of new Canadian minorities and their perceptions of results obtained within the school system. Central to many of the problems that have surfaced in recent years between minority parents and school authorities are the questions of testing and placement. It would appear, both from a study of the literature and from preliminary discussions with many educators, that these are the most important causes of dissatisfaction among new Canadian students and parents alike. A recent study, for example, reported high levels of dissatisfaction among West Indian students about the outcomes of initial placement techniques (Anderson and Grant, 1975). The researchers reported that they found "no agreed upon approach to placement within one school board and sometimes not even within one school". They also noted a higher incidence of "negative" placement (i.e. placement below grade level) among West Indian students than among other groups.

The present study arises out of a two-fold need. The first is

somewhat more immediate and of an instrumental nature, namely, the need for a thoroughgoing description and evaluation of the policies and methods currently being applied in accommodating immigrant minority students within the Ontario school system. The second is broader in scope: the need to identify suitable policies and methods by which schools may more appropriately and effectively respond to the demands of cultural diversity.

In approaching this investigation our attention has been drawn to critical points in the reception, assessment and placement process. While many key questions related to each of these areas have guided our search for the facts, the thrust of our inquiry may be summarized in the following basic questions:

- 1) How are new students accommodated within the schools across the province?
- 2) Are there any significant variations in policy and practice concerning the placement of new Canadian students?
- 3) What instruments and procedures are employed in the testing and assessment of students?
- 4) How well do current practices in testing, assessment and placement meet the needs of new Canadian students?
- 5) Given the context of a changing school population, what are the most urgent needs - both individual and institutional - as perceived by those who staff and manage the school system?
- 6) To what extent are these perceptions congruent with the realities of the situation?

Without answers to such important questions, there can be no sound basis for effective educational planning.

II. The Historical Background

Not long after we started our data collection we became acutely aware of the considerable degree of frustration felt by many educators at various levels of the school system. What was often conveyed to us was a sense of uncertainty, of being overwhelmed by a situation too complex to handle. To fully understand the particular set of circumstances which has so tested the resources and ingenuity of many teachers, principals and school board officials, there is a need to view recent developments within the larger context of past history. What follows is a brief resume of the shaping of immigration policy and of the consequent patterns of immigration over the years. This summary should help to provide better insight into the dramatic shift which occurred over the past decade with concomitant and drastic repercussions for school systems - focussing especially on that of Ontario and more particularly, Metropolitan Toronto.

a. Immigration Policy to World War II

A brief look at the statistics of the population of the 1870 - 1871 census will help place the growth of immigration in perspective. In that year, it was found that "there were over one million of French and over two million of British extraction (31 percent and 60 percent respectively of the total population) with all other groups much smaller; the largest of the others was made up of 200,000 Germans" (Berry, Kalin and Taylor, 1977, p.6). There is no doubt that Canadian immigration policy was deliberately geared in those early years to encourage immigrants of similar ethnic and language background as that of the two original "charter groups" in Canadian

society.

In this century, various phases of immigration are discernable. The first wave arrived in the years between the turn of the century and the beginning of the First World War and included peasant families from central and eastern Europe. But although there was a greater "mix" in national origin, the United Kingdom and the United States still supplied over two-thirds of the immigrants during this period. The point to be made here is that Canada, like the United States, subscribed to a deliberate policy whereby certain nationalities were encouraged to come to Canada while the entry of people from Asia, Africa, and the West Indies was severely restricted.

The aftermath of World War I resulted in an urgent need for more labour to facilitate Canada's growing industrialization. Especially after 1923, when the economic conditions had normalized somewhat, immigrants continued to pour into Canada though at a pace below that of the pre-1914 years. But even then, preference was given to those who resembled the Canadian charter groups by establishing lists of "preferred" and "non-preferred" countries from which immigrants were to be selected. And, even when in 1926, the concept of "sponsored" immigration was introduced, the relatives of the majority groups continued to swell their ranks. Thus "despite the heavy influx of immigrants after World War I and again after the termination of World War II, most elite positions in Canada were disproportionately held by the British charter group" (Toyomase, Fuse in D'Oyley, 1977, pp. 17, 18).

b. Post World War II

Soon after World War II, Prime Minister Mackenzie King's government pinpointed immigration as a high priority in the mounting

industrialization and economic boom that followed the war. But, though some of the restrictions were reduced, the emphasis remained on the preferential treatment of British, American, and European to the exclusion of non-white immigrants.

An excerpt from the House of Commons Debate of May 1, 1947, states:

I wish to make it quite clear that Canada is perfectly within her rights in selecting the persons whom we regard as desirable future citizens. It is not a "fundamental human right" of any alien to enter Canada. It is a privilege. It is a matter of domestic policy. Immigration is subject to the control of the Parliament of Canada...the people of Canada do not wish, as a result of mass immigration, to make a fundamental alteration in the character of our population...The government, therefore, has no thought of making any change in immigration regulations which would have consequences of the kind.

In 1952, when the Immigration Act was re-examined and re-drafted it promulgated no new policies except to consolidate the core of previously established approaches. And, although the rate of immigration since the end of the Second World War continued to rise, it was not until the early sixties that the federal government began to consider seriously the lifting of discriminatory restrictions for non-white immigrants from Asia, Africa and the West Indies. Whether such a radical departure from established policy with respect to non-whites was spurred by the Diefenbaker government's introduction of a Canadian Bill of Rights, whether such a change represented a spin-off from the liberalizing influence of the American Civil Rights movement and the promise of the Kennedy era, or whether it was a by-product of a booming economy is interesting to speculate. It is sufficiently clear, however, that the need for new manpower was a factor of major importance.

4) In any case, the decision to lift the restrictions on the basis of race and ethnicity was taken in 1962. In that year unsponsored immigrants from anywhere in the world were permitted to enter Canada solely on the basis of educational and vocational suitability. And though the aspirants from developed countries had easier access because of their more sophisticated systems of education and training, for the first time in our history "any suitable qualified person from anywhere in the world can be considered for immigration to Canada entirely on personal merits, without regard to race, colour, or country of origin".

The dramatic impact upon the population mix of Canada can be more readily understood when it is realized that instead of a mere handful of privileged South Asians and West Indians who arrived in Canada in the two decades following World War II, the numbers of West Indians rose between 1968 and 1977 to almost one hundred thousand from Jamaica and Trinidad alone (55,167 and 36,968 respectively). Similarly, the immigrants from Asia and Africa swelled the mounting "third world" contingent in even more dramatic fashion with 271,598 coming from Asia and 54,485 from Africa. Still, in this most recent decade, newcomers from Europe exceeded all other immigrant groups with a population increase of 614,536.

What is remarkable for the purposes of this study is the significant change in official attitudes towards ethnic minorities. Aside from changing the character of the population of urban centers, government policies went further in their rejection of the endemic philosophy of Anglo-conformity and the "melting-pot" ideology imported

from the United States. In 1963, the government of Lester Pearson established the Royal Commission on Bilingualism and Biculturalism whose recommendations were incorporated as official policy by the Trudeau government "Multiculturalism within a Bilingual Framework". Thus, events of the past two decades have not only shaped a new Canadian immigration policy; they have also defined race and ethnic relations from fresh perspectives.

c. Immigration and Education

Since the British North America Act clearly gives the provinces exclusive jurisdiction over education, the new model of multiculturalism - and the expansion and diversity in the ethnic composition of the student population - necessarily presents new challenges to the provincial school system. And since Ontario is the preferred destination of the great majority of recent immigrants, the problems and challenges are focussing on one province, and more specifically on one city. Scrutiny of the statistics relating to the settlement of immigrants since 1951 reveals that Toronto outstrips all other urban centers as the choice of settlement. In 1951, '61, and '71, the percentages of the foreign-born population were 30.9 percent, 41.9 percent, and 43.6 percent respectively. More recently it has been estimated that more than half of the students within the Toronto Board of Education come from homes with an ethnic background other than that of the "dominant culture". There are now seventy ethnic groups or sub-groups with as many different languages (and four hundred ethnic organizations) in Toronto alone (McPhee, in D'Oyley, p. 4).

In the past, school board officials, principals, and classroom teachers had fewer problems in dealing with students of "different" origins. For the student from the United Kingdom or United States, this shift to a new curriculum presents no great trauma; even the student of northern European origin can be accommodated and accepted by the cultural majority once language difficulties are overcome. But the difficulty of accommodation increases if the individual perceives himself and if he is perceived by the teacher and his peers as coming from a totally alien sociocultural environment. Unfortunately, that difference is often perceived as "deviance" by immigrant students who are non-white, with marked differences in behaviour patterns, religion, dress, and values. Furthermore, although recent political circumstances in such areas as Jamaica, Uganda, and Guyana have resulted in the exodus to Canada of many highly educated, professional, upper middle-class non-white citizens, still a large proportion of immigrants from Third World countries have tended to be at the lower socioeconomic level. Thus, social problems in places like Toronto have been compounded by the problems of class and colour-caste.

The liberalizing influence of the federal government's policy of multiculturalism and cultural pluralism is of very recent origin. It has hardly had time to permeate the social or educational fabric. Stereotypes persist - prejudices remain. Attitudes of the past are, naturally, still alive, as Hughes and Kallen remind us:

Separate and unequal education has also been experienced by most Blacks in Canada, until very recently. From 1850 to 1965, Blacks throughout Canada were customarily excluded from the dominant, Euro-Canadian educational structure and relegated to segregated, all Black schools, typically inadequate in terms of space, facilities and staff. The last segregated Black school in Ontario closed in 1965.

d. Summary

In summary, the long standing policy of immigration into Canada had been biased in favour of British, Americans, and northern Europeans. Despite the gradual liberalization of that policy since the great post-war expansion when large numbers of southern Europeans were admitted, discrimination against non-whites persisted until the inauguration of new policies in the '60's which became incorporated into the philosophic stance of the multicultural society. The consequence has been that over half a million people have entered Canada from Asia, the Caribbean, and Africa in the past two decades. The focus of domicile for those people has been the urban industrial areas and especially Toronto. Consequently, policy decisions emanating from Ottawa have had dramatic effects upon the educational systems in Metropolitan Toronto.

Educators in Ontario were not prepared for such a change in student population. Classroom teachers are still being trained in traditional ways with multiculturalism in many faculties of education remaining irrelevant or, at best, a vague ideal. Similarly, many school board officials - despite the recent attempts to meet the challenge - remain wedded to the concepts of Anglo-conformity or inte-

gration, having had little in the way of guidance or experience to exert the necessary leadership towards realizing a system of education which can optimize multiculturalism.

But the greatest challenge rests with the practitioners - principals and classroom teachers who must face widely diverse heterogeneous groups with a polyglot of ethnic origins and marked differences in achievement levels, behaviour patterns and learning styles, and with different educational needs.

And, very often, the educational practitioner must face these challenges with the traditional resources, using the same stereotyped and, as McDiarmid and Pratt have shown, the same ethnocentric books and curriculum materials.

This study is intended to address those educational problems created by what most would see as a praiseworthy adjustment in the political and social climate of human relations in Canada since the sixties. The focus is upon those aspects of the educational system of Ontario which bear directly upon the education of the atypical new Canadian. For in studying the means by which the system has accommodated itself to ethnic minority immigrants and by examining the needs for new approaches and guidelines, we may find the insight for improving the system for all students, regardless of origin or ethnicity.

III. Purpose of the Study

The purpose of this study is to provide an overview of those methods by which recently immigrated students are being assessed and placed in educational environments within the schools of Ontario. In

particular, the study attempts to examine whether the obvious change which is occurring in student populations is influencing counselling, testing, assessment and placement practices in the school, and whether these practices are the same for schools which have varying degrees of concentration of selected groups of new Canadian students.

The central purposes of the study are:

(i) to examine and describe current policies and practices in the counselling, testing, assessment and placement of recently immigrated students within the Ontario school system;

(ii) to examine how policies and practices are applied to new Canadian students, with particular reference to specific groups of new Canadians, namely West Indian, Portuguese and East Indian;

(iii) to determine the relationship between board policy and school practice in connection with (i) and (ii) above;

(iv) to evaluate the adequacy of placement policy and the validity of related practices in the light of the needs of the student population for which they are designed;

(v) to recommend basic guidelines for school boards and educational practitioners in connection with the counselling, testing, assessment and placement of new Canadian minority students;

(vi) to develop a data base in order to facilitate further research into the education of new Canadian minority students;

(vii) to provide guidelines for further research into the counselling, testing, assessment and placement of new Canadian minority students.

IV. Scope of the Research

This research is essentially a study of policies, procedures and practices. The investigation has been concentrated, therefore, at those points within the Ontario school system where policy is determined and where procedures and practices related to counselling, testing, assessment and placement are carried out. Although we have been charged with the task of investigating the facts and conditions as they relate to the provincial system as a whole, we recognize our basic mission as focusing upon those areas of heaviest concentration of ethnic minority immigrants.

In the main, the research has involved the following:

(i) reviewing and reporting upon available literature relating to the counselling, testing, and assessment and placement of students, with particular reference to minority group students;

(ii) gathering information through structured interviews on procedures and practices used in counselling, testing, assessing and placing students in Ontario schools;

(iii) examining documents submitted by school boards outlining board policy with respect to the counselling, testing, assessment and placement of students within their respective jurisdictions;

(iv) presenting a profile of the procedures used in placing new Canadian students and the patterns of placement in various school jurisdictions across the province.

(v) reviewing and evaluating current policies and practices in the light of data gathered from (i) through (iv) above.

V. Definitions

For the purposes of clarity and consistency, the following terms which are used frequently in the report should be interpreted according to the following definitions:

Assessment: a general term covering the process of making an estimate of a student's suitability for a particular grade placement and/or program.

Counselling: process of interacting with a student and/or parents to advise them in matters related to suitability of program and level of placement.

Immigrant Minority Students: used synonymously with New Canadian Minority Student.

Immigrant Students: used synonymously with New Canadian Students.

New Canadian Minority Students: denotes immigrant students from non-Anglo-Saxon ethnic backgrounds, mainly, though not exclusively, from countries in Asia, Africa and the Caribbean.

New Canadian Student: denotes (a) recent newcomers, students between the ages of 6 and 16 who were born outside of Canada and arrived in Canada after April, 1975; (b) students between the ages of 6 and 16 whose parents have immigrated within the last 10 years.

Placement: the assigning of a student to a specific grade or program. (This may or may not involve prior testing and counselling.)

Testing: process of administering standardized, teacher-made, group or individual tests (or tasks) to a student for the purpose of assessing his achievement or aptitude.

2 Review of the Literature

I. Introduction

The dimensions of the adjustmental problems of immigrant students can only be understood against the background of Canada's manpower-oriented immigration policies and the comparatively recent immigration of new and ethnically distinctive groups. The response of the school system to the problems and potentials of these diverse incoming groups cannot be isolated from the larger social issues arising from the interaction of school and society, namely, the socialization or adjustment processes and the fitting of human resources development to manpower needs.

Our survey of the literature indicates that an increasing number of books, scholarly articles and studies have been produced in Britain and the United States over the last fifteen years, as educators, psychologists and sociologists in those countries have developed an awareness of the changing situation. This review has drawn heavily upon British and American sources because, although the literature in Canada reveals a consistent concern for the immigrant student, there is a relative paucity of studies that deal with socialization and adjustment.

II. Human Resources Development

Historically, immigration policies and objectives have shifted with changes in the perception of national needs. A basic

component of Canadian immigration policy since 1963 was the adjustment in the volume of immigrant inflow to the 'absorptive capacity' of the labour market (Hawkins, 1972; Green, 1976). The openly admitted subordination of immigrant adjustment policy to a manpower requirement policy is the major point of emphasis in the Green Paper on Immigration of 1975 (Vol.1:1974) and has been further strengthened by the new Immigration Act of April, 1978.

Hawkins (1972), while conceding the need to be committed to the rational control of immigration to fill manpower needs, recognizes that such an exclusive orientation results in a lack of attention to many other crucial issues arising from this meeting of divergent peoples. A limited economic approach distorts the true aspirations of man and society. What should also be a matter of public concern is the creation of an acceptable balance between the economic and humanistic approaches to the development of human resources (Ginzberg, 1975) to meet (A) Economic Needs (the effective investment of human capital in the development of the economy); (b) Political Needs (the preparation of people for adult participation in political processes, particularly as citizens in a democracy); (c) Social and Cultural Needs (the enrichment of life through personal growth and fulfillment, and intercultural relationships).

The concept of human capital developed by Schultz (1973) is based on the proposition that people enhance their capabilities as producers and consumers by investing in themselves, and

that schooling is the largest investment. There can be no doubt that the educational enterprise is the single most important measure by which human resources are prepared for a meaningful place in society. A better educated, more skilled and well-informed public would increase the nation's growth by facilitating the pursuit of all goals, individual and collective, ranging from the fulfillment of life potentials to the exercise of citizenship responsibilities in a democratic, humanistic society. In a very real sense, the wealth of a nation and its potential for growth arises from the capacity to develop and effectively utilize the innate capabilities of its people - put another way, to get more out of life by contributing more to life (Harbison and Myers, 1964).

III. Immigration and Immigrants

Canada is made up of people from numerous ethnic backgrounds. Any conceptual framework for the interactions and relationships between school and society in this multi-ethnic structure must take into account a variety of circumstances and factors.

The minority group student is not an entirely new phenomenon. What is new is the substantial increase of immigrant students in terms of diversity of languages, cultures and behavioural patterns, compounded by differences in skin colour. According to Manpower Statistics (1975), the most numerous of these distinctive groups are West Indians, East Indians and Portuguese, the subjects

of this study. The schools of the Toronto Board of Education are a case in point. In comparing the results of its 1975 survey with a survey done in 1971, the Toronto Board of Education notes that the school population had become more pluralistic, displaying a wider range of countries of birth and mother tongues than had been recorded in the earlier survey. The proportion of students born outside of Canada had increased from 25 to 30 percent, and the proportion of students whose mother tongue was not English had gone up from 40 to 46 percent.

There is a great deal of variation if not inconsistency throughout the literature in the terms used to describe those who have immigrated. The terms "immigrant", "ethnic minorities" and "minority groups" have gained wide currency in the receiving countries; but also in circulation are labels ranging from colour-coded appellations like "coloured" (Goldman and Taylor, 1966); "non-white" (Gwinn, 1976), and "black" (D'Oyley, 1977); through those implying deprivation or difference - "culturally deprived" (Skene, 1968), "disadvantaged" (Torrance, 1973), "ethnically and linguistically different" (DeAvila, 1976), and "culturally different" (Sue, 1977); to those with tones of non-conformity like "non-Canadian born" (Ramsay and Wright, 1969), "non-mainstream" (Jones, 1977 and Samuda, 1975), and "other peoples" (Lupul, 1976);

the delineations varying according to the perceptual framework of the investigator.

In the first half of the twentieth century, Anderson (1918) used the term "New Canadian" in writing about non-English groups. Fifty-four years later the Gendron Commission (1972) used the term to account for cultural and linguistic factors.

New Canadian is an expression used to designate Canadians of origin other than French or British. The Commission considers that any newcomer may be designated a New Canadian until he becomes a citizen. Once he becomes a citizen, he is simply a Canadian.

The term "new" like the phrase "new newcomer" (Anderson and Grant, 1975) may represent the ultimate euphemism. All the terms listed above have great emotional and evaluative connotations and consequences, while a few have come to be regarded as intolerably ethnocentric.

IV. Theories of Assimilation

Taking up roots is probably the biggest decision of a lifetime. Taft (1973) writing on the psychological aspects of immigration defines two contrasting reactions which may either help or hinder resocialization or adaptation to a new country. For many, it may involve considerable 'stress' associated with the separation from relatives and friends; for some it may be a 'release', giving them an experience of freedom to live their lives as they want. Very often confusion and uncertainty may characterize the immigrant's total value system, his self-identity, and his conception

of the meaning of life in his new alien environment.

The different parameters of the uprooted when transplanted into a culture whose values and norms might be quite different from his own, provides perspectives on both sides for the assessment of human gains and losses. Sociologists and cultural anthropologists have described the transactional processes and results of this coming together of peoples by such concepts as 'assimilation', 'acculturation' and 'integration'. While sociologists use 'assimilation', anthropologists have favoured the term 'acculturation' for the overall process of 'integration'. In recent writings a number of sociologists have simply equated 'assimilation' with 'acculturation' or defined it as an extreme form of the latter. This term is used to designate one important dimension in the meeting of peoples, that is, cultural behaviour (Gordon, 1964).

Park and Burgess (1921) define 'assimilation' as the processes of interpenetration and fusion of one group with another, both in culture and patterns of living, so that it merges into the whole, is incorporated, and shares a common cultural life. The concept of 'acculturation' is included in this definition since the phrases 'patterns of living' and 'common cultural life' suggest the additional criterion of social structural relationships. Social structure, man's crystalized social relationships, is one side of the human coin, the other side of which is culture. Neither acculturation nor assimilation is an effacing of the culture of the immigrant group but rather a blending, a convergence of the two cultures. Acculturation is one of the first steps in the process and assimilation its final product.

Bernard (1956) summarizes this aspect of integration as the recognition of the right of groups or individuals to be different as long as the differences do not lead to domination or diversity. In Clark's words (1960): "Integration as a subjective and individual process involves attitudinal changes...problems of personal choice, personal readiness and personal stability." Rose (1969) equates integration with 'cultural pluralism' since it involves mutual tolerance and honest respect for cultural variations as an ongoing condition for the incoming and receiving groups. It is sustained not by mutual exclusion nor by the rule of one over others, but by their equality and by their sharing of every good thing community and culture can produce. A truly multicultural Canada would have to be fashioned on this union of the different, on integrative lines rather than on the assimilative. Therefore integration should be the minimum aim. Should the incoming groups wish to assimilate, it should be their choice.

It is vital to explore how best the receiving and presenting countries can be helped to an understanding of one another's culture and ethnic identity as contributing factors within the wider society. A dimension which would seem to be important is how the varied ethnic groups perceive or misperceive the host country and how perceptions can improve or deteriorate. Since learning itself, the growth of self-concepts and levels of aspiration are bound up with group identification and adjustment or alienation, reciprocal perception of both groups would appear to be crucial to the school situation.

V. Schooling and Adjustment

Bhatnagar (1970) in examining the question of immigrant adjustment in British schools, presents a full discussion of the historical, narrative and other aspects of the process. He views adjustment for the newcomer as an intricate two-way process involving complex sociocultural factors. He writes:

...the well-adjusted immigrant child is one who is able to deal effectively with his environment through having an objective self-concept, is socially accepted, is personally satisfied and is free from anxiety.

Given the unsettling and often conflicting value systems surrounding the newcomer, this is an ideal state - the reality in most cases would be far below this expectation. Danziger (1971) who conducted a detailed investigation of the socialization of immigrant children, is particularly concerned "about the kind of place in society for which the individual's socialization has placed him". This study focuses on the relationship between education (both before and after arrival in Canada) and the subsequent socialization of Italian immigrant students in Toronto. He contends that lowered self-esteem and feelings of lack of control over the environment have had the effect of excluding such students from opportunities in the host society. Beserve (1973) and Anderson and Grant (1975) present a perspective on West Indian society and investigate the dimensions of the adjustmental problems of West Indian students in Canada. They found that a reciprocal lack of knowledge about the newcomer and about the expectations of the

host society have resulted in the slow adjustment of West Indian students in Ontario schools. Although there are a few British studies on the socialization problems of East Indian students (Williams, 1966; Varley, 1964), our survey failed to uncover any American or Canadian study specific to the problems encountered by East Indian and Portuguese students.

The attitudes and aspirations of the immigrant child must be viewed against the background of the sociocultural, linguistic, academic and psychological factors to which he must adjust before he can benefit from the school. As a social institution designed to socialize and acculturate the youth of a society, the school should be the least bewildering aspect of the immigrant's new life, but it confronts the newcomer with its own battery of adjustmental difficulties - the physical environment of the school and the classroom including the characteristics and attitudes of the teachers, the behaviour codes, the social interactions, the teaching and learning styles, the language barriers - in fact its whole ethos.

In describing the reactions of newly arrived immigrant children, particularly those from rural areas, Edson (1966) writes:

Their eyes and ears are assailed by a welter of new sights and sounds and the physical shocks of the rigours of a harsh climate. Once in the school they have to come to terms with yet another set of conditions where differences will affect them more intimately and where the mastery of a new language is only one of the problems they have to face.

The classroom, usually an exciting and stimulating place for their Canadian classmates, is often a cold and alien place for them. Their partial or total ignorance of the language, lack of library research skills, confusion in the new environment which may manifest itself as shyness or lack of aggressiveness, conservative cultural background and possibly even negative values associated with the colour of their skin, makes it difficult for them to participate in class, which in turn makes it difficult for the teacher to come to terms with the values and attitudes of the newcomers.

Peculiar to children from the West Indian culture is their linguistic handicap - the use of dialect and/or non-standard text English which though functional back home and supported by their culture is now totally alien to the Canadian school setting. Opportunities for misunderstandings multiply. The result is a feeling of alienation from the school, coupled with feelings of self-estrangement, isolation, powerlessness and meaninglessness (Seeman, 1959).

VI. Linguistic Differences and Academic Progress

From the research available and from informal observation, it is evident that acquisition of the language of instruction in all its phases is the most important need for the non-English or inadequate-English-speaking child in order to utilize the full range of resources within the school.

There is a spate of American literature on the linguistic problems of West Indian students, but a paucity of such studies on the language needs of East Indians and Portuguese. Studies

in Britain both on East Indian and West Indian students have been done by Alleyne (1962), Bell (1966) and Ashby et al. (1970), and more studies are under preparation by the Schools Council. In Canada, reports by Schreiber (1970) and Roth (1973) on the linguistic needs of West Indian students have confirmed the findings of the British studies. It is unfortunate that no research or literature could be located dealing with the specific language needs of the East Indian and Portuguese students.

Linguistic limitations among the different ethnic groups may be present in varying degrees. These have been classified by Taylor (1974):

1. Total language deficiency - children who speak and write only a foreign language. Their contact with the language of instruction prior to arrival in the new country is almost nil.
2. Partial language deficiency - children who have a limited command over the language of instruction but another language is mostly spoken at home. The script of the mother tongue is sometimes, though not always, based on the Roman alphabet.
3. Dialect impediments - where the child's mother tongue is the same as the host language but is spoken with a different dialect. This is a particular problem for some West Indian students who come from areas where Caribbean dialects are used.

While it may be dialect impediments are even greater handicaps in acquiring a host language than complete ignorance of it, bilingualism also appears to interfere with the achievement of immigrant children (Alleyne, 1965). There is evidence

however that the language problems of those who have little or no command of the host language at first might be transient in nature. Studies of Indian and Pakistani children in the U.K. (Ashby et al. 1970) have shown that when these children had a long stay in Britain their linguistic performance was equal, if not superior, to that of local children. The value of providing language instruction consonant with the child's cultural background was demonstrated in Milwaukee (Ponder, 1962) and in England (Department of Education and Science, 1963). "Language without reference to a child's background can only too often be misguided or useless. This is true for children who are being educated through the medium of a language which is not the language of the home" (Wallwork, 1973).

The evidence discussed above would indicate that language handicap is a major reason for lower academic achievement by immigrant children, Houston (1970) challenges the assumption that a linguistic difference is a cognitive deficit. The majority of immigrant children are neither linguistically impoverished nor cognitively underdeveloped. Although their language problem is different and therefore presents a handicap to a child attempting to negotiate with the standard English-speaking mainstream, it is nevertheless a fully developed, highly structured system that is more than adequate for abstract thinking (Baratz and Baratz, 1970). These newcomers are at a linguistic disadvantage - they are not linguistically deficient. To define a difference as a deficit is to reduce the positive value of the immigrant child's heritage and to promote his feelings of inadequacy and inferiority.

VII. Sources of Conflict - Home, School and Peer Group

There may also be the problems of adjustment based on the conflicting sectors of home on the one hand, and peer group and school on the other, each with its respective demands on the individual. If he is adjusted to one, he is likely to be a misfit in the other. Caught between two worlds he is faced with the dilemma of trying to meet their separate and often conflicting demands and expectations.

Exposed to the overwhelming acculturative powers of the school and media, the newcomer's behaviour becomes attuned to the standards of success which prevail in school and society. He gradually becomes alienated from his parents and the culture they represent as he responds affirmatively to the "higher status" Canadian cultural values. He appears to exhibit a glad acceptance of the value system passed on to him by his teachers and he may indicate to them that no value conflicts exist; but they are resolved temporarily. The immigrant child's conflict does not disappear for he is faced with it every time he returns from school to the family household (Beck, 1975).

These problems are not confined to newly-arrived immigrant students. Williams in Rex and Moore (1967) writing about the problems faced by minority group children born and brought up in England makes this observation:

The process of growing up in this country presents even more complicated problems for immigrant children. Not only are their parental standards despised by the community as a whole or at least by their peer groups, their roles are frequently inapplicable in this country. Certain modifications even if minimal have to be made by parents. Either the role models offered by the white society may be unattainable through discrimination or the children may be prevented from following up English models by parents who are not willing to allow their children to adopt completely alien patterns.

Awareness of the conflicting roles of the two cultures may be intense among bilingual immigrants and may produce one of the following results (Lewis, 1970):

1. The immigrant is conscious of his ethnic origin and considers himself distinctly differentiated and may develop hostility.
2. He may feel uncertainty in ethnic identity patterns and live on the margin of his own and the dominant culture - a marginal person.
3. He may succeed in preserving a stable relationship between the two cultures - keeping delineated areas in which each is meaningful.

The situation in Canada is not dissimilar. Mowat (1969) found that immigrant children frequently feel rejected and suffer from feelings of inferiority, insecurity and loneliness. The immigrant child soon realizes that he and his family do not fit the Canadian image very well. They talk a different language, live a

different life, eat different food and often look different. Furthermore, the child discovers that these differences mean a lot to his peers and sometimes even to his teachers. Roth (1973) and Anderson and Grant (1975) studying the situation of West Indian students in Toronto have given an in-depth account of diminution of status, devaluation of skills and problems of expectation. To our knowledge there are no Canadian studies on the cultural and emotional upheavals experienced by East Indian and Portuguese students.

In school, problems encountered in communicating with one another are not limited to words or language but extend to communication on other levels. The patterning of perceptual worlds is a function not only of culture but of relationships, activities and emotions (Hall, 1959). Fundamental to the teacher-pupil relationship must be an awareness of the non-verbal cultural differences between children of the minority group and educators of the host society in basic concepts such as the use and structuring of time, space and materials, all of which are learned very early in life.

How troublesome differing ways of handling time can be is well illustrated by this perception of a British school principal, as cited by Bhatragar (1970):

...I have a core of little coloured children who stroll, hand in hand, down the road, long after school has started. I know that in their hearts they are sorry for me. It is obviously beyond their comprehension that a full grown man should get so steamed up about five minutes when most of the day still remains.

Immigrant children may have a sense of time which is at complete variance with the clock-bound habits of an adult, middle-class Canadian. The notion of time for many is not represented by precise points on the clock but is an extendable, endless period lacking any sense of urgency.

Proxemic patterns also point out some of the basic differences between diverse cultures. In contrast to members of the host society who may go to any lengths to preserve their 'private sphere', these newcomers consider their homes not simply as a private place but as an open area in which the most meaningful aspects of home and society are experienced. Cramped by the spaces in which they now have to live and work, they are in a setting that is at variance with their life-style. They may even find themselves forced into relationships, behaviour and emotional outlets that are overly stressful. For people used to the wide open spaces of their home country, cramped and crowded conditions can produce dramatic results ranging from aggression, through various forms of deviant behaviour to withdrawal.

If cultural differences on the perceptual level are not recognized and understood, emotional instability may develop and this may inhibit intellectual and scholastic achievement. There is no extant research that indicates that a child can be taught a different concept of time and space even if he is growing up in an environment where these concepts are taken seriously and developed to the point of obsession. There is however, considerable literature concerning the cultural differences in the structuring

and use of these concepts (Hall, 1959).

VIII. Social Acceptability and Self-Esteem

Social acceptability is an important ingredient of adjustment to and membership in a new society. Several studies of friendship choices among school children in multicultural schools indicate that children choose more friends from among their own group than can be expected by chance alone. Kawwa (1965) found that the majority of children in primary and secondary schools in England were aware of country, nationality and colour, though awareness of differences was confused until about 10 or 11 years. Ethnic prejudices were found in children as early as 7. In another study Kawwa (1965) investigated patterns among English, Cypriots, West Indian and Asian students. In secondary school, ethnic cleavage appeared to be significant in choice of friendship and rejection patterns; awareness of colour, national origin and religion was universal. The non-English European children seemed to achieve social acceptability more rapidly than coloured children who had a difficult time and probably will have as long as colour is perceived as an important sign of alienation. Sterotyping as a cognitive dimension of prejudice was also evident in children's opinions about different ethnic groups.

In their survey of new Canadians, Mowat and St. Lawrence (1969) concluded that teachers felt that immigrant children were not integrated socially in school and would benefit by having close friendships with Canadian children. Bhatnagar (1970) studied

the social relations of white and non-white immigrant children in Montreal. Skin colour appeared to have been the most significant factor in the choice of friends. In a position paper discussing the challenge West Indian children present to the Ontario school system, Burke (1976) looks critically at some concerns expressed by Canadian teachers regarding the adjustment and integration problems of these children.

Lack of social acceptability appears to be one of the reasons for low self-concept among immigrant children. Self-esteem or self-image in relation to educational performance has been repeatedly investigated and there is substantial empirical evidence to suggest that a student's performance in school-related tasks is influenced by his concept of self. The Coleman Report (1966) found that whatever measure was chosen to investigate the achievement of minority group children, attitudinal variables like self-concept and sense of control over the environment had the strongest relationship to achievement. Lederman (1969) found positive correlation between intelligibility, attainment at school, social acceptance and high self-image. Coard (1971) pointed out that the West Indian pupil in Britain acquired a negative self-image and consequently low expectations of life as a result of his experiences in the British school system. The results of a study by Soares and Soares (1971) show that all minority group children do not necessarily have negative self-concepts. In fact they show just the opposite at the elementary school level; however, self-concept diminishes at the secondary

school level.

Feelings of inferiority are reinforced by the unfavourable stereotyping of non-Anglo ethnic groups in history and social studies text books. McDiarmid and Pratt (1971) carried out an analysis of the way in which certain ethnic groups are portrayed in text books authorized for use in Ontario schools. They found distinctly unfavourable treatment of all ethnic groups to the promotion of the white Anglo Saxon Protestant group. Handlin (1968) puts up a strong case for the school's role in aiding the immigrant child to gain a realistic degree of the positive regard for the cultural values of his ethnic background and thereby a strong sense of identity in a society which devalues non-white peoples.

IX. Recognition of Differences

The Hall-Dennis Committee (1968) concerned about the roll the school played consciously or otherwise in the elimination of the individual's pride in his or her cultural heritage wrote:

In a society which draws its students from various cultural and ethnic groups, a special and exciting challenge can be found in the interacting of youngsters. Their interaction is educative...not only the student body, but the whole school system should profit from such multiculturalism.

To find a philosophy of collective living which represents diversity along with the ability to interpret it is an unusual happening given the norm-oriented attitudes of most school systems.

Avoidance of the recognition of differences, pretending that they do not exist, generates and perpetuates an insensitivity to and distrust of diversity. How often have researchers attempting to collect statistics on the distribution of ethnic groups in the school system been told: "We do not discriminate among children of various ethnic backgrounds and therefore do not obtain such data", thus denying the very existence of any new social situation. An awareness that children from minority groups structure their world differently, and a positive recognition and acceptance of these differences, is to address the new demands and needs arising from the pressure of culturally different children.

Extant cultural differences continue to challenge educators. We need to assess what children learn and how they learn rather than blindly compare one ethnic group with another based on fallacious and immeasurable assumptions. Discussing a study on learning, race and school, Rolwer (1971) not only noted differences in learning styles among ethnic groups but could also demonstrate substantive improvements in the performance of minority group students by teaching them appropriate strategies for the tasks at hand. The cognitive style or strategy - a habitual mode of processing information adopted by a group - may very well show differences which may be disadvantageous in an alien culture (Das, 1973). By responding rather than reacting, by altering the learning environment or teaching strategies, this could be turned into an advantage, supportive and facilitative to the immigrant child. Education in

particular could do much to develop an alternative model when referring to the culturally different linguistic and cognitive styles that minority group children bring to the classroom setting.

It is a fact rarely accepted that there is less wrong with the learner than with the process and the institutions by which he is taught (Coleman et al., 1966). This brings into question past research in which particular groups of children have been shown to be deficient across a broad range of cognitive and effective dimensions. One cannot make assumptions based on misunderstood universals. Groups in adaptation to different socio-cultural situations pursue strikingly different goals possessing different values, and operate according to different norms. 'Cognitive pluralism' or the recognition of differential linguistic and intellectual skills and abilities among cultures points to a reassessment of the concepts and tools of cognitive and affective development (Berry, 1975).

In the study of cognitive competence, there seems to be a shift in emphasis from 'abilities' to an inquiry into the processes which determine an individual's level of performance. This shift has been influenced partly by the need of comparing the 'same' ability in different cultures (Cole and Bruner, 1971), and of explaining such differences. Compared to the standards of performance of groups who have been linguistically and culturally socialized, the varying levels of performance of certain minority groups in school-related tasks should be recognized as differences rather than deficits to be overcome.

It is clear therefore, that for an understanding of the range of needs among newcomers, the recognition of differences as a variable of the learning-teaching processes cannot be overlooked if any degree of success in the school environment is to be achieved. To take no action of any sort on the implicit assumption that as long as the newcomers are treated on the same footing as the indigenous population, differences will level themselves out, is likely to result in frustration, development of resentment and unfavourable attitudes towards school, and a further lowering of achievement (Bhatnagar, 1970).

X. Provisions Made

Administrative and pedagogical provisions to help immigrant students with their perceived difficulties in school have been fairly similar in Britain, the United States and Canada (Rogers, 1972; Bhatnagar, 1970; Ashworth, 1975); but little British, American or Canadian literature or research on the practices and programs is available pertaining to the accommodation of three specific groups of new Canadian students, namely West Indian, East Indian and Portuguese.

The school with which the immigrant students have their initial contact and particularly its welcoming or excluding attitudes give the newcomers the degree of confidence which is essential to reasonable development. In Edelman (1974) who may have coined the term 'functional exclusion', 'a child is functionally excluded if he or she is not liked, knows it and is not expected to learn'.

Orientation or language programs through withdrawal or reception classes within a school, or separate reception centers in the major school boards and peripatetic teachers in smaller boards have been the most popular responses. Initial placement and equivalence difficulties are made more difficult because of varying degrees of linguistic competence. There is also reasonable evidence that in some Ontario schools a language deficiency is allowed to determine the future careers of immigrant students (Anderson and Grant, 1975). This is particularly true of West Indian students who are categorized as non-English speakers as the experience in England (Townsend, 1974) and which has relevance for Canada shows:

From this point of view (the varying degrees of competence in handling English) the arrangements made for non-English speaking immigrants might be quite unsuitable for West Indian pupils as their needs are quite different; for the same reason, it seems unlikely that the special class alongside retarded non-immigrant pupils is the most promising environment.

It is understandable that many parents of immigrant children are suspicious of the mainstream's capacity to welcome their offspring.

Expectations teachers hold for their students may be powerful determinants of students' actual performances because teachers translate their expectations into responses that affect the child's own expectations for himself (Merton, 1957). These expectations are influenced by two categories of student behaviours:

1. Those ascribed characteristics that vary across cultures and are essentially irrelevant to student performance (physical appearance, sex, skin colour, clothing, mannerisms and the like).

2. Those characteristics that students take on as a result of their achievements within the school and which also vary across population groups (academic performance, educational abilities, behavioural conformity and the like).

Despite a great deal of effort at replicating and extending the original work of Rosenthal and Jacobson (1968), empirical support for the existence of 'self-fulfilling prophecies' in the classroom remains equivocal. Claims that teacher expectations affect a wide range of achievement related behaviours - IQ, achievement test scores, educational ambitions, self-concept, have not been supported consistently (Rosenthal, 1964), but have been supported nonetheless. Teacher expectations condition the nature of teacher-student interaction such that an initially false definition of the situation may become true. Davidson and Lang (1960 in Samuda, 1975) urged teachers "to communicate positive feeling to their children and thus not only strengthen their positive self-appraisals but stimulate their growth academically as well as interpersonally".

Even though this has not been made explicit, the belief exists that teacher attitudes play a large part in the achievement of minority group children who are expected to achieve poorly and consequently to require special education placement.

XI. Testing

The issues regarding use of IQ tests and other standardized tests for the assessment and placement of minority group students have been widely debated. Jensen's monograph rekindled a long-standing controversy of the question of innate intellectual differences among races; but critics of Jensen (Light and Smith, 1969; Strathcombe, 1969) to mention a few, have refuted the claim that intelligence can be correlated to race by the conventional measurements of IQ tests.

The use of IQ tests requires some explanation in the light of the widespread public controversy about what these tests measure. Gordon (1976) asserts that IQ tests measure a very narrow range of intellectual skills ignoring creativity, perseverance and other criteria; and is likely to measure 'learned performance' rather than the 'innate capacity' of the learner. As a result of this, the test scores of non-urban, non-white, non-middle-class Americans are likely to be lower than those of urban, white, middle-class Americans. "A testing situation represents a social interaction embedded within a cultural context which in turn carries a series of expectations as to the relationship between the child and the test." (DeAvila, 1976.) However, there is no guarantee that the culture of the test will contain the culture embedded in the test situation. Mercer (1973), Rowan (1970), and others present persuasive arguments about the invidious distinctions made by IQ tests and argue against their use in the sorting out process. Hoffman (1964), takes a critical look at the problems that

arise when professional people become inflexibly dependent upon data from biased testing instruments.

Non-English speaking immigrant children have several problems which mitigate against the use of current tests but also against attempts to adapt or translate the tests. DeAvila (1976) argues against the use of translation since it is usually impossible to use a single translation across different geographic locations and also because words in one language have frequencies and potencies which generally cannot be compensated for in a direct translation to a second language. Studies investigating the effects of bilingualism on intelligence test performances have demonstrated its adverse consequences on test results; children who are in the process of learning English score consistently lower than those who have already mastered the language (Anastasi and Cordova, 1953 in Samuda, 1975). Findings in Canada are similar to those discussed above. Academic achievement of immigrant children tend to be lower than that of Canadian children in English schools (Toronto Board of Education, 1965; Ashworth, 1975). No Canadian study on the academic achievement of non-white immigrant children, particularly East Indians, could be located.

Most studies would seem to indicate that test quotients are to a large extent dependent upon the degree of assimilation of western culture and that poor test performances of coloured children are the result of emotional and motivational problems experienced in trying to reconcile two cultures and traditions (Taylor, 1974). Coard (1971) described the plight of West Indian children in Britain who were assessed by using intelligence tests and who

found their way into classes for educationally sub-normal children in disproportionate numbers. Bryen (1974) in an extensive review of literature shows that a disproportionate number of minority group children end up being placed in special classes because of linguistically or culturally biased placement tests. In an intensive study conducted in one school district in California, Mercer (1973) reported that the rate of placement of black children in special classes was three times greater than would be the case on the basis of their numbers in the population at large. Mexican-American children were placed at a rate that was four times larger than would be expected. Such practices are of importance to the progress and future welfare of such students in any society.

Jones and Wilderson (1975) in analyzing this phenomenon found that in addition to biased tests the following factors contributed to assessment and placement:

1. Types of rules and regulations drawn up by school systems for referral of children to special services.
2. The type of consultation given by psychologists.
3. Teacher ignorance of factors that influence learning among various social classes and ethnic groups.

A sorting process is employed as the standard procedure in referrals for special services. It is possible for value judgements about a child's background or his race to colour the discretion which the referral will take. It is basically that these judgements carry with them unstated but intended additional information which is used as an interpretive source.

As Eels et al. (1951) have noted:

....a test is just another place to be punished, to have one's weaknesses shown up, to be reminded that one is at the tail end of the procession.

Children may be caught in a never ending downward spiral resulting in 'cultural induced backwardness' (Bhatnagar, 1970). Significantly, the test performances of many improved with an increase in the length of stay in the host country, and children born in the country did much better than others (Ashby et al., 1970; McFie and Thompson, 1970). Reviewing the research on the performance of Spanish-speaking students in the United States on standardized tests, Ziskel (1972) concluded that there were many linguistic, cultural and psychological barriers which made these tests inappropriate. Similarly, Vick (1971) found a heavy bias in techniques for the assessment of reading abilities in ethnically different students. In studies of immigrant children in Toronto schools, standardized tests both verbal and non-verbal were found to be unsuitable (Toronto Board of Education, 1965) and teachers expressed concern about the use of these tests in the academic placement of immigrant children (Mowat, 1969). Research evidence has demonstrated that even the non-verbal and performance tests are culture-loaded.

There is a great need to develop culture-fair tests and to agree on what criteria define such tests. Mercer (1971) called for a 'pluralistic sociocultural' perspective on the testing of minorities. The adoption of a pluralistic perspective would result in the placement of students in programs specifically designed to provide for individually identified educational needs, and comparisons would be made only

with peers from the same sociocultural group within those special programs designed to prepare the individual for participation in the mainstream society (Samuda, 1975).

Cultural goals and values influence not only behavioural development but also the assumptions underlying psychological theory and testing procedures. The greatest problem cross-culturally is that it is western-based psychological science that attends to non-western behaviour; and the greatest problem in testing social and cultural groups in Canada is that our concepts are largely adopted from an assimilationist society. Berry (1974) asserts that where cultural discontinuities are great, behavioural difficulties will be great; in these cases, a 'transfer with translation' of a standard test will not do. What is required is the development of original psychological tests matching the test (both conceptually and empirically) to the behaviour to be sampled. In the jargon of cross-cultural methodology, an "emic" analysis (intensive internal analysis of the cultural system) has to be done before behaviour can be sampled (Berry, 1975). Discussing the limitations of psychological testing in cultural contexts and the difficulties of interpretation, Abel (1973) presents a comprehensive review of test results in different cultural groups.

XII. Counselling

Interpretation of test results for culturally different students has long been a problem facing counsellors trying to help minority group students. Counselling immigrant or new Canadians demands a high level of professional competence enhanced by empathy if the counsellor is to build up a rapport with his client. Culturally different people have very few chances of being able to influence an alien environment, and in the anxieties and low self-esteem that are consistently developed lay the foundation for feelings of alienation, a powerful deterrent to the learning process. Pare (1974) enumerates the problems encountered in counselling the ethnically different client who views the counsellor as alien and threatening.

Ashworth (1977) and Couchman (1977) discuss the dilemma experienced by the newcomer and the counsellor in Canada due to language barriers, while Wolfgang (1975) contends that a major problem is that the counsellor of immigrant students "does not even have the benefit of theoretical guidelines to follow because most if not all counselling theories assume that the counsellor and student are of the same cultural orientation". The need to look systematically at cultural and ethnic differences related to the counsellor's own approach and values and the various schools of counselling is consistently stressed in the writings of Sue (1977), Banks (1977) and Collins (1977). Viewing individuals as nearly all the same or as merely instances of a type rather than individuals is a dangerous course

which promotes ill-conceived and poor counselling strategies (Vontress, 1974; Smith, 1977).

Sue and Kirk (1973) in analyzing the conditions and goals of counselling Chinese, Japanese and Asian-American students stress the importance of the awareness of dissimilar cultural values, ignorance of which is likely to arouse intense cultural conflicts. In another article, Sue (1973) suggests the training and utilization of minority group members to function as counsellors as a feasible alternative to gain more responsive counselling services for culturally diverse groups. Closer home, Wolfgang (1975) suggests another alternative: "Regardless of the counsellor's background, however, a step in the right direction is to specifically design courses that deal with counselling immigrant students, as has been done at the Ontario Institute of Studies in Education, in the Department of Applied Psychology".

The survey of literature on the counselling of minority group students indicated there is a paucity of research and writings in this field. What could be located was mainly American. Yu (1977) substantiates our conclusion that relatively little has been developed in Canada that specifically deals with the counselling of new Canadians in general and specific groups in particular.

Counsellors and teachers who are faced with the challenges of working with people who are culturally different must recognize the fact of immigrant existence, be sensitive to such needs as are unique to it and keep open many lines of communication. To ignore or demean cultural and ethnic identification is to contribute to lower

self-esteem. Too often differences among the diverse ethnic groups and the mainstream are seen as deficits rather than characteristics to be developed. Weinstein and Fantine (1970) contend that most curriculum reform has not touched the core of the problem, that is, making the curriculum content more personal and meaningful for the immigrant child.

Curriculum reform as defined by Weinstein and Fantine (1970) is that which connects the affective with the cognitive. The school must validate the immigrant child's experience and communicate to the child an enhanced sense of worth. Brown (1971) and Castillo (1974) use the term "confluent education" to describe the blending and flowing together of the affective and cognitive elements in individual and group learning for minority group children. "Curriculum development is people development; teachers grow in the course of providing the conditions for other people to grow" (McDiarmid, 1975).

With the diversity of Canadian society and the growing problems resulting from the increased contact between groups of culturally different people, it has been recognized that teachers and students need to know more about the historical contributions and cultures of other groups. Even though token attempts have been made, ethnic contributions have not been included in many textbooks used in schools despite the need for such materials. Werner et al. (1977) criticizes the present condition of ethnic studies across Canada and by implication calls for "ethnic studies which are truly ethnic in name, content and perspective". Such a program

can, with cognitive objectives, influence behavioural changes in the affective domain. Literature supports the fact that in teaching ethnic studies, the use of a variety of methods involving the interdisciplinary approach and diverse experiences such as community involvement and community sharing are more effective than a single method approach (Caston, 1972).

XIII. School, Home and Community

Does the school have a contribution to make to the community? Is the school experience appropriately related to students, and can the community both contribute to and benefit from the experience? General community awareness and parent involvement in programs for newcomers can be extremely important to a 'helping relationship' so that reciprocal learning for adaptation to change can be facilitated. To foster partnership between the school and the community it is necessary to move in both directions - to take education into the community and to bring the community into the school. The goal of the endeavour is to aid the home and school in their primary task of socialization when cultural discontinuity and/or disrupted educational experience are the intervening variables (Elliston, 1976).

Many immigrants may experience that state of mind described by Merton (1968) as 'anomie', which implies a way of life characterized by a lack of certainty about norms and values, a feeling that the rules which formerly guided conduct have lost their force and legitimacy. Differences in cultural background, in family lifestyles and in language usage make it difficult for schools concerned about the

welfare of their immigrant students to establish contact with parents - to help them become aware of community resources including educational services for themselves and their families, and perhaps come to terms with certain aspects of the Canadian educational system. In delineating the pressures acting upon the immigrant family, Elliston (1976) sees as vital:

The need...to encourage the involvement of individual and groups of parents in opportunities to engage in their own informal education and in gaining a better understanding of the education process of their children. Successful adaptation to the demands of their changed conditions of life demands new learning activities.

In essence, this refers to a frame of reference which comes from a community of shared experiences that is often referred to as 'cooperative and enabling modes of intervention' (Bloom, 1971). The community as a whole must be aided in recognizing the newcomers' presence as a positive contribution to community well-being. This is possible only where cultural differences are interpreted positively and where there is an attitude of accommodation (Scarborough Board of Education, 1977). How to encourage positive, accepting, growth-fostering attitudes of self-worth, and relationships of respect for diverse groups in the Canadian mosaic - among children, between adults and children, and among adults - is the challenge faced by school and community.

A few school boards have articulated policies and programs directed at meeting the learning needs of home, school and community within the context of the adjustment necessary between the

host society and the incoming groups, but there are many uncoordinated approaches also being used across the province to achieve these goals. Little concrete research is currently available to evaluate their efficiency.

XIV. Conclusions

This survey of literature and research has attempted to put into focus some of the concerns and issues arising from the presence of increasing numbers of distinctly different immigrant students in the Canadian school system. The range of attitudes and assumptions related to the uniqueness of the social and cultural patterns of these visible minorities has resulted in many different approaches to the issues discussed in this review.

Recognizing the changing profile and the shifting cultural base that this diversity has brought into the established, norm-oriented school system, the Toronto Board of Education (1976) in its Report on Multicultural Programs noted:

Since school systems are culturally derived institutions with all the characteristics institutions display, it is only a matter of instant perception to recognize what happens when a shifting cultural base generates unexpected, unprecedented, multiple and complex expectations most of which fall outside their fixed frames of reference and therefore beyond the reach of reactive capacity.

There are two kinds of powers at work in the school system. On the macro-level, education has been utilized as a form of institutionalized power to impose a set of values representative of white, middle-class culture on all of society. On the micro-level,

schools have become the recognized accredited agency for individual performance and accomplishment. As Friedenberg points out: "The central function of education in a complex society is the allocation of the various credentials that define the status of the bearer and the range of social roles that he is permitted to fill". Clearly changes lie ahead and the need for greater institutional flexibility and innovation in the light of the changing nature of Canadian society is greater now than it has ever been.

The large number of bibliographies and the scope and variety of the references they cite indicate that the minority group student commands a high level of interest and concern. However, certain implications and trends manifested in the writings and research reviewed require attention.

The majority of references cited deal primarily with blacks in the United States and West Indians in Britain and Canada. This pre-occupation with one particular ethnic group allots the other groups to a single category in the social class system and leads to the fallacious concept of a single identity which is used as an index for describing, understanding and explaining all the minority groups, irrespective of cultural differences. When one considers the heterogenous composition of the school population, it points up the enormous need to analyze the unique characteristics of all minority groups in order to construct a frame of reference for the various educational approaches to counselling, testing, assessment and placement.

Another general feature of the literature is the pre-occupation with the negative qualities and deficiencies of the minority group students. This tendency has been noted by Silverman (1976) who contends that the potentials and positive attributes of culturally different groups has 'for too long escaped the notice of the researcher and has been neglected by even creative development efforts'. Goldman (1967) hypothesizes that immigrant children are above average in intelligence and motivation compared with their peers in their home country simply because their parents possessed the means and took the initiative to emigrate when they could. Given appropriate instruments and measures, these children may well prove to be of above-average intelligence in the host country.

In the evolution of educational policy, one of the most difficult tasks is developing more orderly means of eliminating programs and practices that are no longer effective and of weeding out theories that have lost their relevance. Problems may gain sudden recognition though they emerge gradually and are long undetected. A prerequisite to adaptability and accommodation is an understanding of the historical context of change. To understand the present and to be able to cope with the future we need to know what has gone before.

In this sense this review of literature should optimistically serve as an impetus to explore the full range of the strengths

and weaknesses of the immigrant students in our schools, so that as Eldon Ruff (1968) has so succinctly expressed it:

*...each child can find himself
and use his abilities and under-
standings to build a mansion which
he can inhabit with dignity all
the days of his life.*

3 Design of the Study

I. The Origins of the Study

The idea for launching this project originated at the 1977 Annual Conference of the Ontario Association for Curriculum Development, the theme of which was "Multiculturalism in Education". Addressing the general assembly of the Conference at the Sheraton Center in Toronto, April 20, 1977, the Honourable Thomas Wells, Minister of Education, stated:

For me, multiculturalism is a positive, dynamic force, a philosophy that should permeate all curriculum. It means sharing and building together. It is a philosophy based on the concept that each and all of the diverse cultures now present in our country have something of value to offer - something to share with other cultures, as together we strive to build a new and better way of living together...a more ideal society.

While other speakers also echoed the idealism of cultural pluralism and multiculturalism in education, in another corner of the conference special groups were encountering the hard reality of the difficulties facing the Ontario educational system in putting those words into practice and ensuring real recognition of the cultural diversity of the new Canadian student in classes that, not so long ago, had been almost exclusively white and Anglo-Saxon and a Protestant majority. In its proceedings the counselling group (B-17) summarized the essence of its deliberations as follows:

Students from ethnic minority backgrounds are unduly penalized by...invalid methods of evaluation, which fail to recognize or take into account patterns of cognitive and affective functioning derived from a non-Canadian background...Information on the nature of academic assessment and placement of ethnic minority group students would provide a systematic basis for addressing and dealing effectively with a major area of discontent.

Also, the OACD Report proceeded to emphasize the need for research into the counselling, testing, assessment and placement of minority-group students into programs and schools as an area of first priority if the Minister's words were to be regarded as having a stronger base than mere idealism or political rhetoric. Consequently, discussions followed in the month of May concerning the feasibility of a study that would address the dire need for data in identifying instruments, procedures, policies, practices, and personnel involved in the critical decisions affecting the education of ethnic minorities and/or immigrants. Thus on June 15, 1977, a paper entitled "Framework for a Basic Proposal" was submitted by the investigators for discussion with representatives of the Ministry of Education.

Encouraged by Ministry officials to continue with our efforts, we submitted a full-fledged proposal in August, 1977. The primary hurdle was the the lack of comprehensive integrated data of any kind on the distribution of ethnic minorities throughout the province and within the schools. For although Wahlstrom's province-wide survey of testing practices had documented the kinds of instruments used at the elementary and intermediate levels, we could lo-

cate no source to inform us of the means being used to place minority students, especially at the secondary level.

On the one hand, Wahlstrom's study revealed that grouping and placement are still among the most common uses made of test results: almost all teachers use results for grouping, placement, and for signalling the need for either remediation or enrichment.

On the other hand, various reports alluded to considerable dissatisfaction within immigrant communities about placement practices and the related area of concern in the selection of academic and vocational options at the secondary level. Some immigrant parents and community leaders perceived in the placement practices, and the means of achieving them, a replication of some of the worst features of immigrant education in the United Kingdom.

Amidst the conjecture and discontent, no one could produce any facts to substantiate the real situation. The whole question of testing, assessment, and placement remained a grey area of unknown proportions. As one Ministry of Education officer stated:

No one has yet been able to produce hard data or documented case studies on the misplacement of secondary school students and under-utilization of potential, but it is certain that there are many students who drop out in despair or remain at school because it is compulsory but have accepted, along with their teachers, the mutual conclusion that they can achieve nothing worthwhile through this interlude.

It was on the basis of such statements as the above that we geared this study to describe and analyze the practices, methods and criteria being used in the assessment and placement of immigrant minority students throughout the Province of Ontario.

II. The Consultative Model

Soon after the initiation of the study, in November, 1977, it became increasingly evident that research could not be conducted without effective communication links with school boards, with participating schools, and with such agencies and institutions as the Human Rights Commission, the Ontario Institute for Studies in Education (OISE), Educational Testing Service (ETS), and the Psychological Corporation. What we have chosen to call the "consultative model" emerged out of sheer necessity as a direct result of the following factors:

First, our initial search of the literature seemed to indicate that no study of this kind had ever been attempted in Canada or elsewhere. Consequently, since we could identify no methodology or instrumentation that we might have been able to match or adapt, it seemed that we would have to start from scratch to invent our own.

Second, our preliminary contacts with the research and program officers at the board level made clear the dearth of information concerning the distribution of ethnic minorities in the schools. Consequently, it would be impossible to identify the methods by which they were being counselled, tested, assessed or placed in the schools since we could not even begin to pinpoint where they were located. It is true that some information was available in the case of two of the major boards of Metropolitan Toronto. But even amongst such sophisticated school systems, there was a wide discrepancy in the data available. When we asked the board officials if they could iden-

tify for us - even within the roughest degree - the ethnicity or the country of birth of new Canadian students in their schools, we were often told: "We don't know; we are not allowed to ask such questions."

Third, in view of the preliminary responses we received from board officials, and in view of the sensitive nature of this project, it was mandatory that we should establish more than perfunctory links with the Human Rights Commission. For without the full understanding and active support of that agency, the study could not move beyond the stage of initial conceptualization.

Fourth, while it is generally possible to write a fairly detailed research design before beginning a major study, such a procedure was impossible in this case. Lacking an adequate data bank, our sampling design and method, as well as the instrumentation to be employed in the study, could only be conjectured and roughly sketched in our preliminary draft proposal.

Clearly, the stage of data collection was imperative before we could move towards establishing sampling, building a suitable instrument or instruments, trying them out and refining them prior to their application in the selected institutions. The consultative and liaison function was recognized as the key concept if this project was to become a reality.

Based upon those early findings, a deliberate and systematic policy of active liaison with technical, community, and institutional agencies was developed and it is the sum total of those enterprises

which we have labelled "the consultative model". The summary which follows provides an outline of the main directions of the model.

a. Consultation at Queen's University

Within the first month of operation, we invited a group of interdisciplinary scholars from various subject areas of the Faculty of Education, and from the Departments of Sociology and Psychology to interact with the central team. These meetings were extremely fruitful in identifying the avenues of research and in emphasizing the perspectives and methodologies that might be relevant to the study (see Figure 1).

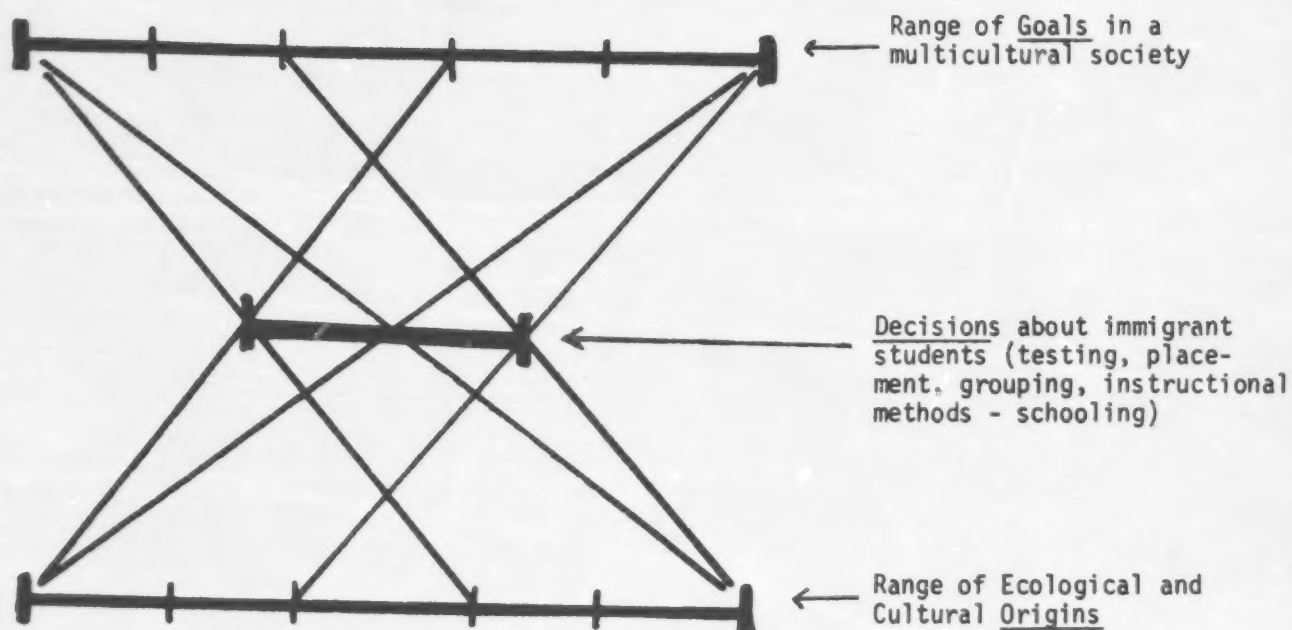
b. Consultation with OISE

Through our initial literature search, we identified Dr. Aaron Wolfgang of the Ontario Institute for Studies in Education as a professor with considerable expertise in dealing with the issues of ethnic minorities in Ontario. He agreed to act as a consultant in helping to conceptualize the research design and, through his contacts at OISE, we were eventually able to recruit a group of graduate students in Applied Psychology to administer the interviews within the schools of Metropolitan Toronto. In addition, he provided the venue and attended the meetings of the Technical Advisory Group (which is described below).

c. United States Agencies

Contact was made with officers of the Educational Testing Service and the Psychological Corporation in the first week of our exploratory operations. As a result, the central team - comprising the Principal and Associate Investigators, and the Research Associate, were invited to Princeton, New Jersey, where extensive dis-

Education and the Immigrant Student
(A conceptual framework)



Notes

1. Mediating between the immigrant child's cultural background and the range of options in the host society, are significant decisions made about immigrant children by the educational institutions of that society.
2. This framework is based upon a conceptual model developed by John Berry, Professor of Psychology, Queen's University. It has been extracted, with permission, from original manuscript material.

Figure I

cussions took place on November 22 and 23, 1977. ETS offered technical assistance in (a) carrying out a literature search under the auspices of its international and university education programs; (b) providing technical advice with respect to the research design and the design of the questionnaires; (c) evaluating and revising instruments used in the collection of data.

In addition to several ad hoc discussions by phone and mail, ETS released Dr. Reid Creech, an expert in questionnaire building and survey research, to work with the central research team in converting the original questionnaire model to the structured interview format which was eventually used.

In a similar way, the assistance of the Psychological Corporation was elicited after preliminary conversations with its President in November, 1977, and, accordingly, a staff member of that organization, Dr. Colin Forde, was released to assist with the design of the questionnaire.

d. The Ontario Human Rights Commission

As mentioned above, any project of this kind which attempts to document the treatment of different ethnic minorities within the schools of Ontario necessarily raises the question of human rights. Naturally, issues involved in this project bear upon differences of race, ethnicity, colour, and country of birth. As the major governmental agency concerned with such issues, consultation and on-going communication with the Ontario Human Rights Commission was accorded our highest priority.

Initial telephone conferences and correspondence culminated in a meeting on November 29, 1977, with the Executive Director of the Commission, Mr. George Brown, and two senior members of his staff,

Mr. Bromley Armstrong (Ontario Human Rights Commissioner) and Mr. Mark Makamura (Manager of Community, Race and Ethnic Relations).

At that initial meeting the position of the Ontario Human Rights Commission with regard to research projects in general was spelt out and the investigators emerged from the meeting with an assurance of the Commissioner's support and an offer to assist in an advisory capacity throughout the period of the project's operations. Such advice and consultation was accordingly received through letters and telephone conversations with Mrs. Jill Armstrong (Manager for Program Review and Design) and Ms. Joyce Burpee who contributed further as an active member of the Technical Advisory Group described below (see communication in Appendix B).

e. The Technical Advisory Group

This body was conceived as fulfilling our need for expertise and insight, namely, (a) those who were technically or research oriented, and (b) those who were representative of community and culturally oriented agencies. Essentially, this group was seen as the principal consultative arm of the project having the capacity to provide technical advice, feedback, criticism, and insight from the major boards, agencies and institutions affected by the project.

Detailed scrutiny of the individuals concerned would demonstrate a membership comprising selected board representatives (especially from those main centers of ethnic minority concentration), representation from the Ontario Human Rights Commission, the two supervisory officers from the Ministry of Education, consultants from ETS, OISE, and cultural and minority education program consultants from large Toronto boards. Although the major emphasis was upon representation from research officers of large boards with significant proportions of minority students, the composition of the group was counterbalanced by those who served essentially in community liaison functions. In this way, the project derived the benefit of valuable and insightful inputs in developing and implementing a feasible research design under what must be recognized as difficult and highly sensitive circumstances.

At the first meeting of the group on December 12, 1977, at OISE, the preliminary draft of the research design was subjected to open, and sometimes severe criticisms. It was mainly as a result of such reactions that the project team was logically impelled to accept a focus which would be limited to immigrant ethnic minorities. It was soon evident that attempts at identifying individual students along racial lines would necessarily infringe upon the Human Rights Code and would lead to unnecessary resentment amongst professional educators and students. To ask a student born in Canada or elsewhere

whether he was black or not was unthinkable. To recognize the fact of his cultural difference and the need to take those differences into account need involve no more than a knowledge of his country of origin and length of stay in Canada. Such issues the Technical Advisory Group helped clarify at that first December meeting and later, on March 9, 1977, the group helped in (a) formulating cut-off points for determining concentrations of immigrant students, (b) providing feedback on the sampling scheme for the choice of schools, (c) identifying procedures to choose the three minority groups upon which the final design was focused, and (d) reacting with positive criticisms and comments on the format and content of the draft of the main instrument - the structured interview for boards and schools.

Generally speaking, the process and methodology of this project has been developmental rather than fixed. That was a necessary condition given the circumstances where no data bank existed, no precedent of its kind could be found, and where without constant and realistic feedback from research officers and executives of school boards and the Human Rights Commission, the project would never have passed beyond its first phase. Until a realistic and workable model could be found, the design had to be revised in the light of consultation, criticism, and technical and community liaison mentioned above, without which the investigators would have been powerless to proceed.

III. Selecting a Sample

We realized soon after we began the search for statistical data on the various ethnic groups that we could not possibly deal with minorities per se especially if we were to define minorities in terms of colour as well as ethnicity. Since we had neither the time nor the resources to pinpoint the numbers and proportions of the various ethnic minorities in the boards and in individual schools, we were forced to depend upon available data gleaned from immigration sources and from such documents as the Toronto Board's Every Student Survey (1975) and wherever possible, corroborative board estimates of the ethnic mix throughout their jurisdictions.

The terms of our contract also specified that "the search will involve (by representative sampling) school boards of varying size and school boards with different proportions of minority group children".

In view of the above, the research team adopted the following procedures in determining the sample:

(1) It was decided to use immigration data (from the Department of Manpower and Immigration) as a base from which to deduce immigrant minority student concentration (see Table 1).

Table 1

Number of immigrants, 0-18 years of age¹ by selected locations² in Ontario as their intended destinations, 1975 calendar year

Age	Brantford	Cambridge	Guelph	Hamilton	Kingston	Kitchener	London	Niagara Falls	Oshawa	Ottawa	Peterborough	St. Catharines	Sarnia	Sault Ste. Marie	Sudbury	Thunder Bay	Toronto	Windsor	Ontario Residual	Total
0	1	4	4	18	8	9	18	3	3	31	2	7	2	0	1	4	294	4	109	522
1	6	16	16	70	15	29	51	5	9	82	3	14	5	8	10	7	980	30	358	1,714
2	8	9	24	80	8	29	56	9	16	94	3	15	16	4	7	8	1,081	46	396	1,909
3	15	9	24	80	10	34	50	2	13	80	4	22	11	6	6	12	1,283	43	434	2,138
4	11	7	24	70	9	39	45	10	10	110	2	11	4	11	9	10	1,318	40	414	2,154
5	11	16	21	91	18	42	56	7	12	85	3	11	9	7	12	12	1,356	36	407	2,212
6	16	20	9	86	13	47	47	7	14	84	3	16	16	5	13	6	1,362	42	382	2,188
7	9	17	18	59	11	27	43	9	13	71	1	18	10	6	9	9	1,288	26	356	2,000
8	10	17	12	72	17	38	40	10	13	71	5	17	6	4	10	6	1,248	33	376	2,005
9	8	9	11	67	12	33	42	10	21	62	2	19	12	8	11	7	1,263	24	360	1,981
10	11	10	18	55	13	22	38	7	12	68	5	18	14	5	9	3	1,206	20	317	1,851
11	7	11	4	65	12	31	30	9	19	69	3	12	8	6	12	3	1,200	31	295	1,827
12	5	8	12	52	10	21	30	8	13	56	1	13	10	8	8	5	1,117	20	295	1,692
13	7	10	7	54	9	20	30	6	13	42	1	8	8	4	5	3	1,026	25	294	1,572
14	11	9	5	49	6	32	29	4	11	58	2	12	9	6	4	8	961	18	274	1,508
15	4	6	10	51	7	25	37	2	11	45	3	7	6	3	3	7	916	19	279	1,441
16	4	9	7	45	11	19	18	1	8	46	4	18	13	6	5	12	897	21	227	1,371
17	5	9	9	53	10	29	25	6	11	44	2	9	9	2	8	9	946	27	267	1,480
18	10	13	10	46	9	23	31	7	17	67	4	12	5	5	4	7	1,076	24	296	1,666
Total	159	209	245	1,163	208	549	716	122	239	1,265	53	259	173	104	146	138	20,818	529	6,136	33,231

¹As of December 31st of each year

²The locations are intended locations as stated by the parents. These locations may be interpreted as the stated municipality "and vicinity". The actual locations of the immigrants on arrival in Ontario may prove to be different, depending chiefly on the specific employment opportunities available to the parent or parents.

Source: Education Statistics Ontario, 1975, Table 3.14, pg. 32.

(2) The appropriate school board for each town or city was identified and a crude index of immigrant concentration was then derived using the ratio:

$$\frac{\text{number of immigrants 0 - 18 years old}}{\text{total student population.}}$$

In addition, wherever possible, estimates of immigrant concentration were obtained either from school board publications or through discussions with consultants or officers of individual boards.

(3) Individual boards were allocated to one of these levels of concentration: less than 1 percent; 1 - 4.9 percent; 5 percent or more; and to call these concentrations "low, medium, or high".

(4) The population of those school boards identified in terms of size and by means of Education Statistics Ontario (1975) was then grouped in size according to the number of schools in each board. (The number of schools rather than total student enrollment was chosen as the unit of size since the interview forming the main instrument of the study was being focused on individual schools). Thus three sizes of school boards were decided on: less than 50 schools; 50 - 89 schools; and 90 or more schools.

(5) School boards were then allocated to each cell of a 3 x 3 matrix according to size (S, M, L) and ethnic minority concentration (L, M, H). The resultant distribution of school boards is illustrated in Table 2 and represents the total group from which the sample was drawn. The same procedure was used for identifying Public as well as Separate school boards.

Using procedures described above, we identified a total of 44 school boards which fitted the criteria (low, medium, high

Table 2

DISTRIBUTION OF POPULATION OF BOARDS WITH
NON-NEGLECTIBLE ETHNIC CONCENTRATION OF IMMIGRANT
STUDENTS BASED ON 1976-77 ONTARIO DIRECTORY
OF SCHOOLS AND ONTARIO IMMIGRATION STATISTICS FOR 1975

SIZE OF SCHOOL BOARD												
Schools Small Less than 50			Schools Medium 50 - 89			Schools Large 90 or more			TOTALS			
Public	RCSS	Total	Public	RCSS	Total	Public	RCSS	Total	Public	RCSS	Total	
ETHNIC												
Low less than 1%												
4	5	9	5	5	10	3	0	3	12	10	22	
Medium 1% to 4.9%												
1	6	7	5	1	6	2	0	2	8	7	15	
High 5% or more												
1	1	2	1	0	1	3	1	4	5	2	7	
TOTALS												
6	12	18	11	6	17	8	1	9	25	19	44	

concentration; small, medium or large) for surveying policies and practices as they affect ethnic minorities.

It was vital that the design be limited to what was possible and manageable. Therefore, it was decided to designate the West Indian, Portuguese and East Indian students (from East Africa as well as from the Indian sub-continent) as the target immigrant groups. Our reasons for making that choice were determined by the fact that, apart from immigrants from the United Kingdom and the United States, these were the most numerous minorities, numbering 62,613, 42,838, and 29,400 respectively for the 5-year period (see Table 3).

But in addition, since the object of the study was to examine policies and practices of placement in programs and the means by which such placement was attained, it was felt that we could obtain significant data cutting across the factors of colour, religion, ethnicity, cultural differences and socioeconomic status.

We recognized that we would run the risk of being asked: why not the Greeks, or the Italians, or the Ukrainians, or the Chinese? The basic problem was where to stop, what to include and what to leave out. We decided to study those three groups because we felt that in looking at the policies and practices as they affect the target immigrant groups, as well as those which affected the school population in general, we would be able to generalize for any immigrant group.

Thus, new students were categorized on the basis of ethnicity, immigrant (or non-immigrant) status, language, etc., and placed in cohorts in order to compare and evaluate the various groups. The cohorts and criteria selected are listed on Card 1 (Appendix A).

Table 3

IMMIGRANTS TO ONTARIO BY COUNTRY OF LAST PERMANENT RESIDENCE, 1970-1975
(Major Groups)

COUNTRY	1970	1971	1972	1973	1974	1975	Totals
United Kingdom	16,305	9,347	11,182	16,291	21,938	18,265	93,328
West Indies	8,390	7,257	5,428	13,970	15,676	11,892	62,613
United States	10,128	9,237	9,063	9,945	9,749	7,723	55,845
Portugal	5,330	6,059	5,895	9,892	12,864	2,798	42,838
India & Pakistan	2,972	2,917	2,895	6,173	7,963	6,480	29,400
Italy	5,702	3,799	3,090	3,824	3,567	3,396	23,378
Hong Kong		2,098	2,494	6,395	5,582	4,698	21,267
Philippines	1,783	2,284	1,932	3,461	4,866	3,871	18,197
Greece	3,709	2,565	2,253	3,314	2,984	2,312	17,137
Yugoslavia	4,296	2,311	1,568	2,180	2,475	2,164	14,994
Germany, Fed. Rep. of	2,479	1,210	1,134	1,411	1,820	1,710	9,764
Australia	1,563	1,143	850	940	881	633	6,016
Netherlands	999	663	708	942	995	638	4,945
France	1,017	702	721	941	928	617	4,926
Ireland, Republic	708	545	608	709	760	603	3,933
Poland	435	692	788	773	517	479	3,684
Lebanon	500	383	479	629	909	679	3,579
South Africa	440	461	274	482	736	924	3,317
Argentina	202	158	211	860	992	726	3,149
Switzerland	916	436	310	405	554	434	3,055
Taiwan		447	431	743	783	592	2,996
Israel	406	270	253	465	560	772	2,726
Egypt	320	269	210	320	387	444	1,950
Japan	296	359	250	401	382	216	1,904
Spain	356	284	229	335	337	250	1,791
Mexico	218	167	279	342	327	440	1,773
Sweden	226	190	194	224	248	163	1,245
Turkey	150	176	248	194	265	208	1,241
Belgium	229	179	153	229	192	219	1,201
New Zealand	334	190	159	135	189	154	1,161
U.S.S.R.	77	72	157	258	329	100	993
(Other Countries)	10,300	7,487	9,359	32,932	19,360	26,097	105,535
TOTALS	80,786	64,357	63,805	120,115	120,115	100,703	549,881

Source: Department of Manpower and Immigration, Immigration Statistics.

According to the 1976-77 Directory of Schools, there were about eight hundred and forty schools in the seven Metropolitan Toronto area boards, whereas in the thirty-seven other boards originally selected for the study there were about two thousand, one hundred schools. This would suggest that about one third of the sample should be from Toronto and two thirds from outside. On the other hand, of the immigrants between 0 and 18 years of age who came to Ontario in 1975 (see Education Statistics Ontario, 1975, Table 1), about 63 percent came to Toronto. It was therefore decided in choosing the sample to strike a balance between these extremes. It was agreed that a total of some three hundred schools would give an acceptable overall sample, and so it was decided to aim for a 16 percent representation from Metro (about one hundred and forty schools) and an 8 percent sample from non-Metro (about one hundred and seventy schools).

Since some schools and school boards declined to participate in the study and others had insufficient numbers of ethnic minority students, two hundred and forty-five schools in total actually participated in the research.

In order to have sufficient numbers of ethnic minority students to study, it was necessary to focus on schools which had non-negligible proportions of such students. The population from which the sample was to be chosen was therefore defined to be those schools in each board with a specified minimum percentage (5 percent for Metro, 3 percent for non-Metro) of students who were East Indian, West Indian or Portuguese in origin or language.

In the revised Research Design developed in February, 1978, it was planned that each school board being studied would supply sufficiently precise information on the ethnic mix of these students in individual schools to enable an appropriate sample to be drawn. On this basis, a School Survey Questionnaire was drawn up, ready to be distributed when board approval had been obtained.

However, this method of sampling had to be abandoned in many cases because the process of obtaining board approval for the revised Research Design continued into May while at the same time, only three of the Metro boards had available precise ethnic data on individual school enrollments, and only five other boards (two in Metro, and three outside) could furnish some quantitative basis on which to draw a representative sample.

Because of these difficulties of time and unavailable data, personal contact either by telephone or visit was made with each board as soon as its participation in the project was definite, and the following procedures carried out.

1. In the three cases in Metropolitan Toronto where ethnic data was available, a representative sample was drawn from the population of schools which had non-negligible numbers of ethnic minority students as outlined above. The initial procedure, although varying slightly because of individual differences in the structure of the available data on ethnic mix, concentration and geographical distribution, was as follows:

IV. The Pilot Survey

It was decided that cooperation should be sought from the Frontenac Board of Education and Frontenac-Lennox and Addington Roman Catholic Separate School Board to try out the research instrument being developed, a written questionnaire.

Contact was made with both boards early in February, and initial reaction from both was very supportive. In each case the objectives of the survey were outlined, and arrangements for obtaining final approval set in motion.

Necessary documents were then sent to each board. It was also agreed that copies of the preliminary questionnaires for principals and psychologists respectively be given to selected Frontenac County school and board personnel for their reactions.

In the meantime, and on the advice of the Technical Advisory Group it was decided to employ an interview format as the principle data gathering instrument. Various stages of the interview format were tested and developed using the feedback and advice of the two boards.

During the Pilot Survey the following factors affecting the use of the interview schedule were given serious consideration:

- a) length of time taken for the interviews; b) ambiguity of questions; c) inappropriateness of questions; d) clarity of questions; and e) relevance of questions.

Data and reaction from the Pilot Survey contributed significantly to the revisions made in both questions and the protocol cards (see Appendix A for final version of both interview and cards).

V. Liaison with School Boards

The fortuitous occurrence of the conference of the Association of Education Research Officers at the Royal York Hotel in Toronto, December 1, 1977, provided the opportunity for the two chief investigators to meet several of the key research officers of boards across the province.

The conference also afforded the investigators the occasion to make a brief presentation and to answer questions related to the project at that preliminary stage in its operation.

Indeed, this aspect of the project's operation began even before the official signing of the contract with the Ministry of Education. Initiatives were taken in the months of September and October when contact was made with a number of senior professionals mainly from the boards of Metropolitan Toronto. Also, introductory letters were sent to nineteen school boards across the province including three Separate school boards in the attempt to identify those areas of highest concentration of minority students. These letters were followed up with copies of the proposal and an update of the revised schedule and scope of the project.

The Principal and Associate Investigators visited several school boards of Metropolitan Toronto and exploratory discussions with key officials helped in the identification of those officials centrally involved with special programs and research. Where face-to-face contact was not possible, especially in the case of those boards identified as having significant proportions of minority students, telephone conversations were held.

It was a result of such direct and on-going liaison operations that the research team was able to glean the reactions of the various board officials as the project moved through its various stages. Positive assurance of interest and pledges of full cooperation were received from fourteen of the original nineteen boards contacted and each participating board named one or two senior members of its professional staff to act as the board's liaison with the project team. Moreover, it was from that group of professionals that the project team derived its main advisory arm which became an integral part of the consultative model described in section II.

Once the research team had received formal approval from each school board to enter its jurisdiction, the Associate Investigator contacted the appropriate board personnel and drew up a tentative list of schools and principals to be included in the sample. Board personnel most closely associated with the counselling, testing, assessment and placement procedures were also identified at this time. The tentative sample was then officially confirmed by letter and arrangements made with principals and other personnel involved with the assessment and placement of new students.

A complete summary of the number of schools and boards successfully interviewed in each of the five regions is found in Tables 5 through 10. All interviews were completed by June 16, 1978 as planned. Of a total of 298 boards and schools included in our original sample, 279 or 93.6 percent were successfully interviewed. Every board interview which had been arranged was completed.

Table 5

FIELD OPERATIONS: INTERVIEWS COMPLETED
1. Northern Region

Board by Code	Interviews								Totals		Comments
	Schools					Boards					
	Intended		Not Held		Total Held	Intended	Not Held	Total Held	Intended	Held	
	Elem.	Sec.	Elem.	Sec.							
A	4	1	0	0	5	1	0	1	6	6	100% Complete No Refusals
B	2	1	0	0	3	1	0	1	4	4	
C	4	0	0	0	4	1	0	1	5	5	
D	5	1	0	0	6	1	0	1	7	7	
E	3	0	0	0	3	1	0	1	4	4	
Total	18	3	0	0	21	5	0	5	26	26	

Table 6
FIELD OPERATIONS: INTERVIEWS COMPLETED
2. Western Region

Board by Code	Interviews								Totals		Comments
	Schools				Boards						
	Intended		Not Held		Total Held	Intended	Not Held	Total Held	Intended	Held	
	Elem.	Sec.	Elem.	Sec.							
A	5	2	0	0	7	1	0	1	8	8	100% Completed No Refusals
B	4	1	0	0	5	1	0	1	6	6	
C	2	0	0	0	2	1	0	1	3	3	
Total	11	3	0	0	14	3	0	3	17	17	

Table 7

FIELD OPERATIONS: INTERVIEWS COMPLETED
3. Central Region

Board by Code	Interviews								Totals		Comments
	Schools					Boards					
	Intended		Not Held		Total Held	Intended	Not Held	Total Held	Intended	Held	
	Elem.	Sec.	Elem.	Sec.							
A	4	1	0	0	5	1	0	1	6	6	96.3% Complete 3 Refusals
B	2	0	0	0	2	1	0	1	3	3	
C	3	0	0	0	3	1	0	1	4	4	
D	5	2	0	0	7	1	0	1	8	8	
E	5	1	0	0	6	1	0	1	7	7	
F	4	1	0	0	5	1	0	1	6	6	
G	2	0	0	0	2	1	0	1	3	3	
H	4	1	1	0	4	1	0	1	6	5	
I	21	5	2	0	24	1	0	1	27	25	
J	3	1	0	0	4	1	0	1	5	5	
K	2	0	0	0	2	1	0	1	3	3	
L	0	0	0	0	0	1	0	1	1	1	
M	2	0	0	0	2	1	0	1	3	3	
Total	57	12	3	0	66	13	0	13	82	79	

Table 8

FIELD OPERATIONS: INTERVIEWS COMPLETED
4. Metropolitan Toronto Region

Board by Code	Interviews								Totals		Comments
	Schools					Boards					
	Intended		Not Held		Total Held	Intended	Not Held	Total Held	Intended	Held	
	Elem.	Sec.	Elem.	Sec.							
A	4	1	0	0	5	1	0	1	6	6	91.2% Complete 11 Refusals 1 Unable to Complete
B	16	3	0	0	19	1	0	1	20	20	
C	19	0	2	0	17	1	0	1	20	18	
D	25	4	5	0	24	1	0	1	30	25	
E	20	4	3	0	21	1	0	1	25	22	
F	19	7	1	0	25	1	0	1	27	26	
G	5	2	1	0	6	1	0	1	8	7	
Total	108	21	12	0	117	7	0	7	136	124	

Table 9
FIELD OPERATIONS: INTERVIEWS COMPLETED
5. Eastern Region

Board by Code	Interviews								Totals		Comments
	Schools					Boards					
	Intended		Not Held		Total Held	Intended	Not Held	Total Held	Intended	Held	
	Elem.	Sec.	Elem.	Sec.							
A	3	1	1	1	2	1	0	1	5	3	2 Refusals 2 Unable to Complete
B	4	0	0	0	4	1	0	1	5	5	
C	4	1	0	0	5	1	0	1	6	6	
D	2	0	0	0	2	1	0	1	3	3	
E	6	2	0	2	6	1	0	1	9	7	
F	0	8	0	0	8	1	0	1	8	9	
Total	19	12	1	3	27	6	0	6	37	33	89.2% Complete

Table 10

FIELD OPERATIONS: INTERVIEWS COMPLETED
6. Summary of Regional Interviews

Regions	Interviews								Totals		Comments
	Schools					Boards					
	Intended		Not Held		Total Held	Intended	Not Held	Total Held	Intended	Held	
	Elem.	Sec.	Elem.	Sec.							
Northern	18	3	0	0	21	5	0	5	26	26	16 Refusals 3 Unable to Complete 93.6%
Western	11	3	0	0	14	3	0	3	17	17	
Central	57	12	3	0	66	13	0	13	82	79	
Metro	108	21	12	0	117	7	0	7	136	124	
Eastern	19	12	1	3	27	6	0	6	37	33	
Total	213	51	16	3	245	34	0	34	298	279	

With the assistance of professional colleagues at Queen's University, the Ontario Institute for Studies in Education, the University of Western Ontario and the University of Ottawa, a total of twenty-one interviewers were selected and trained. Each participated in one of the three training sessions held consecutively in Toronto, Kingston and London during April, 1978.

The major part of the workshop was spent with the interviewers working in pairs with a member of the research team, role-playing an entire interview using the interview schedule. Although this simulation was a long and difficult process, it enabled each interviewer to identify the possible stumbling blocks which he or she might encounter in the field.

Twenty-four of the interviews with those school board personnel responsible for counselling, testing, assessment and placement within their jurisdictions were carried out by members of the research team. This usually consisted of the Principal Investigator accompanied by another member of the project team. Since board level interviews inevitably consisted of more than one, and usually, three, four or five interviewees, it was extremely helpful to have two very competent interviewers who alternately asked the questions while the other completed the schedule. This helped ensure that the critically important policy issues were adequately explored and accurately recorded.

The opportunity for open-ended comments at the interview's conclusion provided some information as to the interviewees' impressions on the effectiveness of the interview. Written evaluations submitted by some of the interviewers have also been useful in assessing the effectiveness of the field operations.

The complete questionnaire and the various cards and data sheets utilized in the interviews, as well as the interviewers' manual, are reproduced in Appendix A.

4 Analysis of the Interview Data

This chapter deals essentially with the responses obtained from educators across the province. As outlined in the previous chapter, the structured interview format was adopted as the main data-gathering instrument. Throughout the months of April, May and June, the central research team and the trained interviewers from OISE, and the universities of Queen's, Western, and Ottawa, conducted thirty-four structured interviews at the board level and two hundred and forty-five interviews at the school or practitioner level. What follows represents a description of the analysis and summaries in tabular form of this rich source of field data.

The chapter is organized in six sections as follows:

I) preparing the raw data for computer analysis; II) practices employed in placing students in the Ontario school system with regard to initial placement, special placement, and review of placement; III) testing - with reference to kinds of tests used for placement and the means used to adapt them to new Canadians; IV) counselling during the placement process; V) special programs; and VI) suggestions by respondents for dealing with the problems of placement for new Canadian citizens.

I. Preparing the Interview Data for Analysis

The data on which analysis could be carried out came from three sources:

- a) numerous interactions (personal, by telephone, and written) between the research team, and various groups and individuals during the planning and consultative phases of the study;
- b) the completed schedules from the structured interviews carried out at the board and school level;
- c) written documents obtained from the boards participating in the study.

The written documents generally dealt with policies, programs and practices, and will be analyzed in Chapter 5.

This section deals with the procedures followed in preparing the interview data for analysis.

The interview schedule contained 58 numbered questions, a professional data sheet, a student data sheet, and a post-interview assessment sheet to be filled in by the interviewer. For purposes of analysis, these latter were numbered questions 59, 60, and 61 respectively. There was a total of 279 schedules, 245 from school interviews and 34 from board interviews.

The questions were a mixture of closed and open-ended, and although much improved by the pilot survey process and other individual suggestions, still contained quite a number of questions which were found later to be either difficult to understand, or required complex or lengthy analysis.

a. Organizing the Data Analysis

Analysis of the interview schedule relied heavily on the use of the computer, whereas that of the documents did not. Hence they were analyzed separately. However, in order to facilitate integration of the findings of each analysis, a framework was developed for this purpose (see Table 11), and the summary in Chapter 5 considers both inputs.

Table 11
FRAMEWORK FOR INTEGRATING DATA ANALYSIS

Area of Study	Major Components	Sources of Data
Policies and Practices	Assessment and Procedures, testing, counselling, programs	a. Interview Schedule b. Document Analysis
Theoretical Perspectives	Models Cultural characteristics (concepts of socialization and adjustment, learning styles)	a. Literature Review b. Document Analysis
Discussion Conclusions Recommendations	Inconsistencies New Ideas Hypotheses re deficiencies New Developments, etc.	a. Interview Schedule b. Literature Review c. All other sources

Essentially, the schedule examined four main aspects of the intake and review process for new students: The Placement Process (questions 1-7, 19-22, 28-30, 50-52); Testing (questions 8-18, 31-38); Counselling (questions 39-49); Special Programs (questions 23-27, 53).

It was decided that the data gathered should be broken down in various ways to indicate practices and procedures for different sets of boards and schools - for example, Metro and non-Metro systems. A list of possible comparisons of groups was therefore compiled, which identified three levels of analysis - global, macro and mini (see Table 12). Various computer analyses were then conducted to ensure that the output of the computer reflected these various groupings, and enabled the desired comparisons to be made. Because of the immensity of the task, limited resources, and time pressures, later computer runs were streamlined and data on some of the less central issues such as details of which personnel are involved in testing and making final decisions (questions 36-38) were omitted.

Similarly, time and the immense quantity of data gathered did not allow any analysis at all at the mini level, and only partial analysis of the variables of size and school level at the macro level. Table 13 lists the actual computer runs which were carried out.

Table 12
INTENDED MAJOR COMPARISONS
OF INTERVIEW DATA

Level	Description
I	<u>Global</u> Description of on-going policies and practices in province as a whole. All Schools and Boards All Boards All Schools
II	<u>Macro-Variables</u> These are comparisons describing actual policies and practices for major sub-groups. A. Metro vs. Non-Metro B. Separate vs. Public C. Low, Medium, High Ethnic Concentrations D. Elementary/Secondary E. Size of Board (small, medium, large)
III	<u>Mini-Variables</u> (Individual Board and Groups of Schools Level) These analyses are similar to those at Level II but are carried out with each Board or a set of its Schools as the unit of study and comparison. 1. Each Board Each set of corresponding schools 2. In addition, further analyses of Metro Boards A. 3 Ethnic Concentrations B. Elementary Schools variation C. Secondary Schools variation

Table 13
SUMMARY OF COMPUTER RUNS

Description and Number		
Global (3)	Macro (26)	Mini (77)
All Boards and Schools	<u>Metro</u> : Boards; Schools	<u>*Ethnicity and Size</u> :
All Boards	<u>Non-Metro</u> : Boards; Schools	Low and Small
All Schools	<u>Public</u> : Boards; Schools	Low and Medium
	<u>RCSS</u> : Boards; Schools	Low and Large
	<u>Size</u> : (small; Medium; Large):	Medium and Small
	Boards; Schools	Medium and Medium
	<u>Ethnicity</u> : (low; medium; high):	Medium and Large
	Boards; Schools	High and Small
	<u>Schools</u> : Elementary; Secondary	High and Large
	Metro: Elementary and	
	Secondary	<u>*Sets of Schools</u> in each of 33
	Non-Metro: Elementary	Boards
	and Secondary	<u>*Secondary Schools</u> : all with
		Grade 13; all without Grade 13

* Analysis not conducted because of time and resource limitations.

b. Numbers in Major Groups of Boards and Schools Analyzed

Because of the confidential nature of the project, each board and school was given a code number, so that identification of individual boards and schools would be protected. Master tables indicating which boards and/or schools belonged to particular groups being studied were then compiled using the appropriate code numbers. For purposes of conducting and interpreting the various analyses, Table 14 was compiled, which gives details of the number of respondents in each group analyzed.

Table 14
SIZES OF RESPONDENT GROUPS ANALYSED

Group of Respondents	Boards	Schools
All	34	245
Metro	7	117
Non-Metro	27	128
Public	21	188
Separate	13	57
Low Ethnic Concentration	21	84
Medium Ethnic Concentration	9	92
High Ethnic Concentration	4	69
Small	11	31
Medium	13	68
Large	10	146
Elementary	-	204
Secondary	-	41

c. Grouping of Boards by Level of Ethnic Concentration

In the original research design, boards were categorized as having low, medium, or high ethnic concentration using a scheme based on immigration levels in Ontario in 1975 (see Table 15). This was necessitated by the lack of more precise data on actual numbers of students from different minority groups.

As part of the data gathering, a student data sheet was included with each interview schedule (see Appendix A), and each school principal or his nominee who was interviewed was asked to complete and return the sheet. By the end of July, 1978, 164 sheets had been received (67 percent response rate). The return rate from the set of schools in each particular board varied from just over 50 percent to 100 percent.

For each set of schools in a given board, the number of students of Portuguese, East Indian or West Indian origin was totalled and expressed as a percentage of the total enrollment in the set.

These percentages, together with further data from board interviews, earlier data from boards, and the views of an expert in the field were used to categorize boards as of low (less than 5 percent), medium (5 percent - 19.9 percent), or high (20 percent or more) ethnic concentration. These revised groups were then judged to reflect the actual concentration levels of the specific minorities being studied as well as could be expected without a precise data base being available. Nineteen of the boards remained in the same categories as they were originally placed and 15 changed, 10 upwards in category to higher concentration, 5 down-

Table 15

DISTRIBUTION OF PARTICIPATING BOARDS BY SIZE AND ETHNIC CONCENTRATION
 BASED ON 1976-77 ONTARIO DIRECTORY OF SCHOOLS
 AND ONTARIO IMMIGRATION STATISTICS FOR 1975

ETHNIC CONCENTRATION	SIZE OF SCHOOL BOARD											
	Schools Small Less than 50			Schools Medium 50 - 89			Schools Large 90 or more			TOTALS		
	Public	RCSS	Total	Public	RCSS	Total	Public	RCSS	Total	Public	RCSS	Total
Low less than 1%	4	3	7	3	4	7	3	0	3	10	7	17
Medium 1% to 4.9%	1	4	5	4	1	5	2	0	2	7	5	12
High 5% or more	1	0	1	0	0	0	3	1	4	4	1	5
TOTALS	6	7	13	7	5	12	8	1	9	21	13	34

wards to lower concentration. The overall distribution did not change significantly - the main effect being to increase the number of boards in the low concentration from 17 to 21, and to decrease the number in the medium category from 12 to 9. The revised matrix for boards is shown in Table 16. Table 17 shows the corresponding distribution of schools, allocated to the cell of their parent board. One anomaly which may have affected results in the analyses which used ethnicity as a variable is the fact that in the medium level ethnicity/large board cell of the matrix there is no RCSS school; however, there are 71 public schools.

II. Placing Students in the System

The interview schedule included three sections specifically dealing with the general process of placing students in the system. These were: (1) initial placement (questions 1-7); (2) special placement (questions 19-21); and (3) follow-up to initial placement (questions 28-30). Except for question 21, which was done manually, the responses were done by computer.

a. Initial Placement

Section A-1 of the interview schedule dealt with the intake process (questions 1-5) and section A-2 (questions 6 and 7) dealt with factors deemed important in making an evaluation of the student in order to decide where to place him initially.

The interview responses, corroborated by the impressions of research team members, indicated that when a student arrives in the system for initial placement, a review is made of any records presented and the student (and sometimes the parent as well) is

Table 16

DISTRIBUTION OF PARTICIPATING BOARDS
BY SIZE AND ETHNIC CONCENTRATION BASED
ON 1977-78 ONTARIO DIRECTORY OF SCHOOLS
AND STUDENT DATA RETURNS FROM INTERVIEWS

Ethnic Concentration	Size of Board									Totals		
	Small			Medium			Large					
	Public	RCSS	Total	Public	RCSS	Total	Public	RCSS	Total	Public	RCSS	Total
Low - less than 5%	1	7	8	8	2	10	3	0	3	12	9	21
Medium - 5% - 19.9%	1	1	2	2	1	3	4	0	4	7	2	9
High - 20% and over	0	1	1	0	0	0	2	1	3	2	2	4
Totals	2	9	11	10	3	13	9	1	10	21	13	34

Table 17
 DISTRIBUTION OF PARTICIPATING SCHOOLS
 BY SIZE AND ETHNIC CONCENTRATION
 (Allocated to corresponding Cell of Parent Board)

Ethnic Concentration	Size of Board									Totals		
	Small			Medium			Large					
	Public	RCSS	Total	Public	RCSS	Total	Public	RCSS	Total	Public	RCSS	Total
Low - less than 5%	3	18	21	43	11	54	9	0	9	55	29	84
Medium - 5% - 19.9%	5	2	7	8	6	14	71	0	71	84	8	92
High - 20% and over	0	3	3	0	0	0	49	17	66	49	20	69
Totals	8	23	31	51	17	68	129	17	146	188	57	245

interviewed. This is particularly common in the case of a new Canadian student. Usually the system has a routine whereby the student is familiarized with the school facilities as well as being introduced to his teacher and peers.

The data which indicate this sequence of events is summarized in Table 18, which shows the individual events mentioned most frequently by school and boards grouped (a) in terms of location, and (b) in terms of ethnic concentration. Thus, for example, non-Metro boards indicated the frequency of events in the order: interview, review of records, and school familiarization. The table shows one or two variations - in particular boards having estimated ethnic concentrations of 5% or more indicated that checking the legal status of the student was ranked third over school familiarization. This procedure therefore is one of the significant events for such boards.

Diagnostic assessment is used by some, but not all systems (Table 19), the level varying between 18% and 61% with a global average of 27%. Responses at the board level indicate a higher frequency of use than at the school level. (For example, board level responses for non-Metro systems indicate 55% use, while school level responses indicate 25% use.) The level of use apparently decreases with increasing ethnic concentration.

Impressions from interviews suggested that diagnostic assessment occurred more at secondary than at the elementary school level. This was confirmed by the analysis of question 3 when the interview response data were grouped appropriately. It indicated that

Table 18
WHAT HAPPENS TO A NEW STUDENT

	Location				Ethnic Concentration						
	Schools		Boards		Schools			Boards			Global
	Metro	Non-Metro	Metro	Non-Metro	Low	Medium	High	Low	Medium	High	
Review Records	1	1	1	2	1	1	1	2	2	2	1
School Familiarization	3	3	2	3	3	3	3	3			3
Interview	2	2		1	2	2	2	1	1	1	2
Other*			3						3	3	

* Included in other events were: checking the student's health and legal status

Table 19

FREQUENCY OF USE OF DIAGNOSTIC ASSESSMENT

	Location				Ethnic Concentration						
	Schools		Boards		Schools			Boards			Global
	Metro	Non-Metro	Metro	Non-Metro	Low	Medium	High	Low	Medium	High	
% Yes	23	25	42	55	25	27	18	61	33	25	27

14 out of 41 secondary schools (1 in 3) compared with 43 of 204 elementary schools (1 in 5) used this procedure at initial placement. The usual procedure at the elementary level is to place the student temporarily at least according to age or previous grade placement.

Question 5 asked respondents if there are any differences in the way screening and placement procedures are carried out for the different groups of students being studied (see Card 1, Appendix A). Of 279 interviews, 154 (55%) said that there were differences.

Table 20 summarizes the responses for various groups of boards and schools. Overall, about half the schools' respondents said

Table 20

DO SCREENING PROCEDURES
DIFFER FOR DIFFERENT COHORTS
OF STUDENTS?

Responding Group	Boards % Yes	Schools % Yes
All	79	51
Metro	85	48
Non-Metro	75	54
Public	90	54
Separate	61	42
<u>Ethnic Concentration</u>		
Low	76	58
Medium	89	51
High	75	42

that procedures did in fact differ. Higher percentages were found in the board responses where about 80% of boards did use different screening procedures. Surprisingly, percentages were slightly lower for "high ethnic" schools than for "medium" and "low ethnic" schools. These were clearly lower than the corresponding board percentages.

From Table 20 it can be seen that 90% (19 of 21) public school boards indicated that they used different procedures for different newcomers. Question 5 had included an open-ended part to be answered if the respondent said yes to the first part. The responses for the 19 boards were studied and it was found that the main reasons special procedures were used were when new Canadians were involved, and/or language problems were found.

Table 21 summarizes the responses made by these 19 boards, and shows that the different procedures used were mainly diagnostic

Table 21
NATURE OF DIFFERENT SCREENING
PROCEDURES USED FOR DIFFERENT COHORTS OF STUDENTS

Nature of New Procedure	Frequency of Response
Diagnostic Assessment	5
Assignment to ESL/D	5
Use of Interpreter	3
Longer Orientation	2
Informal/Individual Approaches e.g. buddy system	6
	21*

* 3 Boards gave 2 answers

assessment and assignment to ESL/D programs. Other less frequent but interesting procedures are also employed, eg. using an interpreter or a 'buddy system'.

Questions 6 and 7 were designed to probe specific approaches used in evaluating students when they were being placed initially. Interviewees were shown Card 2 (see Appendix A) on which were listed 8 possible approaches - 3 based on past review, and 5 on current review. They were asked to identify which 3 were allotted most importance by their board or school.

In ranking the factors selected, we assigned arbitrary values of 3, 2, and 1 for the first, second, and third choices respectively (it should be pointed out that sometimes fewer than three factors were identified by respondents). In virtually all cases, responses were the same for all cohorts and the data were not broken down at this level. Table 22 summarizes the results: it shows clearly that the three most important factors were academic history, interview, and personal demographic information.

Similar analyses were conducted for all the major sub-groups, and the first three choices ranked using the weightings noted above. This yielded Table 23.

These same three factors were judged the most important by all groups, although the order varied somewhat. In view of the small number of cases in some groups - particularly boards - the order of choice should be viewed with caution.

Question 7 differed from question 6 only in that interviewees were asked which two factors they considered most important for

Table 22

THREE MOST IMPORTANT FACTORS IN INITIAL PLACEMENT
ALL BOARDS AND SCHOOLS

Past Data	First	Second	Third	Weighted	Rank
Personal Demographic	76	38	22	326	3
Academic History	105	75	35	500	1
Developmental History	2	24	27	81	5
Other	6	1	8	28	6
Current Data					
Interview	47	78	57	354	2
Assessment by Classroom Teacher	17	27	50	155	4
Standardized Test: General Ability	2	5	8	24	7
Standardized Test: Math Skills	0	2	4	8	10
Standardized Test: Verbal Skills in English	2	2	7	17	9
Other	2	4	8	22	8
Total Number of Responses	259	256	226		

Table 23

THREE FACTORS IN INITIAL PLACEMENT JUDGED
MOST IMPORTANT BY VARIOUS GROUPS

	Board Choices			School Choices		
All	AH	I	PD	AH	I	PD
Metro	PD	AH	I	AH	PD	I
Non-Metro	AH	I	PD	AH	I	PD
Public	AH	PD	I	AH	PD	I
Separate	AH	I	PD	AH	I	PD
<u>Ethnic Concentration</u>						
Low	AH	I	PD	AH	I	PD
Medium	I	PD	AH	I	PD	AH
High	PD	AH	I	AH	PD	I

Code:

Academic History - AH
Interview - I
Personal Demographic - PD

each cohort, if no records were presented. Again, no differences were found among categories A, B, and C when the responses for all 279 interviews were analyzed. In order, the two most important factors were interview and personal demographic information. Assessment by the class teacher came third in importance. The responses for all the remaining groups were therefore analyzed on the same basis as those for question 6.

To see how comparable the responses were to those of question 6, ranks for the three most frequent choices were computed. Table 24 summarizes the results. Invariably the two most important factors were identified as interview and personal demographic information which was completely consistent with the results for question 6; again, the next most important factor, if no records were presented, was stated to be assessment by the class teacher.

Table 24
THREE MOST IMPORTANT FACTORS
IN INITIAL PLACEMENT IF NO RECORDS PRESENTED

	Board Choices			School Choices		
All	I	PD	TA	I	PD	TA
Metro	PD	I	TA	PD	I	TA
Non-Metro	I	PD	TA	I	PD	TA
Public	I	PD	O	I	PD	TA
Separate	I	PD	TA	I	PD	TA
<u>Ethnic Concentration</u>						
Low	I	PD	TA	I	PD	TA
Medium	I	PD	TA	I	PD	TA
High	PD	I	TA	PD	I	TA

Code: Interview - I
Personal Demographic - PD
Teacher Assessment - TA
Other - O

b. Special Placement Initially

Three questions (numbers 19, 20, and 21) were directed to finding out about the nature and extent of special placement when a student transferred into a board or school.

Interviewees were asked to state what factors would indicate a need for special placement. The question was open-ended, so that analysis required a list to be compiled of the most frequent responses. Some interviewees gave as many as six factors, but most gave only one or two. Table 25 gives the list and frequency of response for all of the interviews. This question was difficult for respondents to answer because usually each school/board has a rather complex method of eventually placing a student in Special Education classes.

Table 25

FACTORS INDICATING NEED FOR SPECIAL PLACEMENT
INITIALLY (all 279 schedules)

Factor	Number of Responses	Rank of Response
Poor Language Development	129	1
Low Level Achievement	99	2
Special Placement Previously	91	3
Gross Handicap	80	4
Behavioural Problem	34	5
Never Use Special Placement Initially	8	

Virtually all boards and schools do make special placements (271 out of 279), and the foremost reasons are poor language development and low level achievement. Behaviour problems are the cause least frequently cited. This information would be picked up in an interview or on academic records if they were presented.

Similar analyses were conducted for various sub-groups of boards and schools and Table 26 compiled to summarize the findings.

Table 26

FACTORS INDICATING NEED
FOR SPECIAL PLACEMENT INITIALLY
(various groups)

Responding Groups	Boards Choices			Schools Choices		
	1	2	3	1	2	3
All	SPP	H	PL	PL	LLA	SPP
Metro	SPP	H	PL	PL	LLA	SPP
Non-Metro	H	SPP	PL	PL	LLA	H
Public	SPP	H	PL	PL	LLA	SPP
Separate	PL	H	SPP	PL	LLA	SPP
Low Ethnic	H	SPP	PL	PL	H	SPP
Medium Ethnic	SPP	N	LLA	PL	LLA	SPP
High Ethnic	PL	H	SPP	PL	H	LLA

Code for Responses:

Behaviour Problems	- BH
Handicap	- H
Low Level Achievement	- LLA
Never Use Special Placement Initially	- N
Poor Language Development	- PL
Special Placement Previously	- SPP

The results of the various school groupings were very consistent, with poor language development and low academic achievement cited most frequently and in that order. Results were more variable for groups of boards. Gross handicap was cited as a factor with rank 1 or 2 in all but one of the eight sub-groups of boards. Poor language development was also frequently mentioned, as well as the practice of continuing special placement for students previously in that position.

Internal comparisons between a given set of boards and the corresponding schools yielded few strong correlations. The most consistent was for high ethnic concentration.

When asked if procedures differed when special placement as opposed to regular placement occurred (see Table 27), between

Table 27

PERCENTAGES OF VARIOUS GROUPS
FOR WHICH SPECIAL PLACEMENT PROCEDURES
DIFFER FROM REGULAR PLACEMENT PROCEDURES

Responding Groups	Boards %	Schools %
All	64.7	52.2
Metro	71.4	43.5
Non-Metro	62.9	60.1
Public	61.9	51.0
Separate	69.2	56.1
Low Ethnic	57.1	61.9
Medium Ethnic	55.5	51.0
High Ethnic	75.0	37.6

37 percent and 75 percent of individual groups, whether boards or schools, said that they did. Generally speaking, the schools apparently practiced different procedures somewhat less than the board officials stated. This was most noticeable for Metro and systems of high ethnic concentration.

It should be pointed out again that some groups have very small numbers and hence one different response may change a percentage noticeably, eg. as much as 14 percent for the group of 7 Metro boards.

Finally, interviewees were asked to define how special placement procedures, if employed, actually differed from those used to place students in regular programs.

Responses were analyzed manually and indicated two major differences: (1) referring the student to one of a number of resources; (2) continuing to assess the student further in some way.

Referral techniques have been summarized in Table 28. The numbers given represent the total number of responses obtained from examining all responses given to question 21. "Special Services" includes remedial work, ESL programs, and other special services.

Of the four types of further assessment, those involving monitoring or assessment in a special problem area seem more prevalent. The Education Act of Ontario states that a student may not be placed in a Special Education class until a form of assessment has been carried out and, most importantly, after the parents give their permission. (See Table 29).

Table 28

MAIN TYPES OF REFERRAL USED BY BOARDS AND SCHOOLS
WITH INITIAL SPECIAL PLACEMENT PROCEDURES

Referral Type	Number of Responses						Grand Total
	Metro			Non-Metro			
	Boards	Schools	Total	Boards	Schools	Total	
Special Services	4	23	27	9	39	48	75
Special Education	1	7	8	5	9	14	22
School Psychologist	0	7	7	0	15	15	22
Parents	1	10	11	1	10	11	22
Others	0	2	2	0	0	0	2
Total	6	49	55	15	73	88	143
Number of Resondents Answering 'Yes' to Question 20	5	51	56	17	77	94	150

Table 29

MAIN TYPES OF MONITORING AND ASSESSMENT USED BY BOARDS
AND SCHOOLS OPERATING SPECIAL PLACEMENT PROCEDURES

Procedure	Number of Responses						Grand Total
	Metro			Non-Metro			
	Boards	Schools	Total	Boards	Schools	Total	
Immediate Assessment with Special Placement	1	3	4	2	6	8	12
Immediate-but temporary Regular Placement	0	2	2	0	4	4	6
After a waiting/ monitoring period	1	15	16	1	11	12	28
Assessment in suspected area of Problem only	1	14	15	6	12	18	33
Total	3	34	37	9	33	42	79

c. Reviewing Placement

At initial placement, a student was normally placed with his age group or assessed in some special way as has just been discussed. Such placements may require review, and this possibility was considered in question 28 which asked respondents to state how a review was likely to be initiated. A list of six possible responses was provided to the respondent, who was then asked to indicate which he would use most frequently, and whether the other responses would be used occasionally or seldom. Some interviewers allowed more than one response in each of these categories, which meant that the quantitative analysis was reduced in validity.

However, it was decided to carry out the analysis to see if any clear pattern emerged. The following procedure was used.

"Most frequent" was weighted 3, "occasionally" 2 and "seldom" 1 and a weighted sum calculated for each factor. The factors were then ranked in order of the weighted response. Table 30 shows the responses when all 279 schedules were used.

A summary of these factors ranked first, second, or third was compiled for all groups and is given in Table 31. 'Review by the teacher' was the first choice for every group. This is to be expected since it is the teacher who has had closest contact since initial placement.

Second choice was almost always 'request by the parent' or 'routine screening of student progress'. Board responses favoured parents while school responses favoured routine screening, and requests by parents in that order. In most groups, these three

Table 30

MOST LIKELY WAYS IN WHICH
A REVIEW OF PLACEMENT IS INITIATED

Factor	Number of Responses Checked as			Weighted*	Rank
	Most Frequent	Occasionally	Seldom		
Review by Teacher	245	22	2	784	1
Routine Screening	119	42	3	444	2
Review by Parent	51	116	43	428	3
Request by Counselor/ Psychologist	39	63	40	283	4
Complaint from Student	19	69	53	248	5
Request from Outside Clinic	18	34	61	183	6

* Weighting for: Most frequent: 3
Occasionally: 2
Seldom: 1

Table 31
 MOST LIKELY WAY REVIEW
 OF PLACEMENT IS INITIATED

	Boards Choices			Schools Choices		
	1	2	3	1	2	3
All	T	P	S	T	P	S
Metro	T	P	RP	T	P	S
Non-Metro	T	P	RC/P	T	S	P
Public	T	P	CS/S	T	P	S
Separate	T	P	S/CS	T	S	P
Low Concen.	T	P	S	T	S	P
Med. Concen.	T	P	RP	T	S	P
High Concen.	T	RP	P/CS	T	P	S

Code: Review by Teacher T
 Routine Screening S
 Review by Parent P
 Complaint from Student CS
 Request from Outside C
 Clinic C
 Request by Counselor/
 Psychologist RP

sources - teacher, parent and routine screening - formed the three most frequent choices. By routine screening, most respondents meant the report card and/or parent interview occurring at regular intervals during the school year, so that in a sense this answer is also a kind of review by the teacher. 'Request by counsellor or psychologist' appeared as third choice for both Metro and non-

Metro boards, while it was second choice for the four boards with high ethnic concentration.

A computer analysis was carried out which compared all elementary schools (204) with all secondary schools (41). Time and resources precluded any detailed and systematic study of this data. However a crude analysis of question 28 indicated that a request for review by the student was about twice as likely at the secondary level as at the elementary level. This cause of review was cited at about the same level of occurrence as routine screening and parental request. At the elementary level, therefore, these last two causes were about twice as frequently cited as was request by a student.

Question 29 asked respondents to state the most frequent difficulty which caused students to be referred for reassessment. The question was open-ended so that it was first necessary to go through the schedules manually to compile a list of all possibilities. Four were mentioned, as can be seen from Table 32 which shows the number of responses made for each possibility

Table 32
MOST FREQUENT CAUSE FOR REASSESSMENT
(all boards and schools)

Factor	Number of Responses	% of Actual Responses	Rank
Low Academic Achievement	463	63.2	1
Language Problem	114	15.6	2
Social Adjustment	84	11.4	3
Unusual Performance	72	9.8	4
Totals	733	100.0	

by the total group of board and school educators who were interviewed. By far the most frequent difficulty mentioned was low academic achievement (63 percent of the responses made). Language problems and social adjustment lagged well behind.

Similar tables were constructed for each sub-group of boards and schools being studied. From these, a summary table showing the factors which ranked 1, 2 or 3 was compiled (Table 33). This shows clearly that low academic achievement was seen by all groups - boards and schools - as definitely the most frequent difficulty.

Table 33
MOST FREQUENT CAUSE
FOR REASSESSMENT
(various groups)

	Board Choices			School Choices		
	1	2	3	1	2	3
All	LAA	L	S/U	LAA	L	S
Metro	LAA	L	-	LAA	L/U	S
Non-Metro	LAA	L	S/U	LAA	L	S
Public	LAA	U	S/L	LAA	L	S
Separate	LAA	L	S	LAA	L	U
<u>Ethnic Concentration</u>						
Low	LAA	L	U	LAA	L	U
Medium	LAA	S	-	LAA	S	L
High	LAA	L	-	LAA	L	S

Code: Language Problem L
 Low Academic Achievement LAA
 Social Adjustment S
 Unusual Performance U

Interviewees were then asked which three factors listed on Card 2 (Approaches to Student Evaluation, see Appendix A) were given the most importance in reviewing a placement (Question 30). This question was therefore analogous to question 6 which considered these factors during initial placement.

As before, analysis of the responses for the 279 interviews taken as a group revealed no differences in the responses for the three cohorts being studied. Further analysis was therefore conducted on this observation. Table 34 summarizes the choices made for the total group of 279, with weightings applied as before. Clearly assessment by the class teacher is judged to be the most important factor in review, followed by academic history and interview. Thus assessment by the class teacher has displaced these other two factors which were judged the most important during initial placement (see Question 6, Table 22).

Similar analyses were then carried out for each major subgroup of boards and schools, and Table 35 (p. 120) compiled to summarize the first three choices of most important factors. Again, it was found that assessment by the class teacher was always first choice, i.e. considered the most important factor. In Metropolitan Toronto, the interview held second place in both schools and boards, but it was not among the first three choices for systems outside Metro. Academic history and interview occupied one or other of second or third place for almost all the ethnic groupings. Another feature of note is that standardized tests occasionally occupy third place, particularly for groups of boards.

Table 34
THREE MOST IMPORTANT FACTORS IN REASSESSMENT
(all Boards and Schools)

Factors	Number of Responses			Weighted Sum of Responses	Rank
	1st	2nd	3rd		
Personal Demographic	10	5	8	48	6
Academic History	55	37	32	271	2
Developmental History	4	12	17	53	6
Other	1	1	2	-	
<u>Current Data</u>					
Interview	21	66	34	229	3
Assessment by Class Teacher	146	51	24	564	1
Standardized Test/General Ability	5	29	41	114	4
Standardized Test/Math Skills	0	11	10	32	
Standardized Test/Verbal Skills	3	11	24	55	5
Other	6	18	31	-	
Total Responses	251	241	223		

Table 35
THREE MOST IMPORTANT FACTORS
IN REASSESSMENT
(various groups)

	Boards Choices			Schools Choices		
	1	2	3	1	2	3
All	CT	AH	I	CT	AH	I
Metro	CT	I	MT	CT	I	AH
Non-Metro	CT	GAT	AH	CT	AH	GAT
Public	CT	AH	GAT	CT	AH	I
Separate	CT	I	GAT	CT	AH	I
Low Concen.	CT	AH	GAT	CT	AH	I
Med. Concen.	CT	AH	I	CT	I	AH
High Concen.	CT	I	AH	CT	AH	I

Code: Class Teacher CT
Interview I
Academic History AH
Standardized General
Ability Test GAT
Standardized Math
Test MT

III. Testing

Section A-3 (Questions 8-18) was intended to consider:

i) the kinds of tests which are used most frequently during the initial placement; ii) whether or not cultural differences are taken into consideration before a new student is placed in a new program; and iii) if no testing is done, how a new student is assigned to a new class.

a. Use of Tests at Initial Placement

Question 8 in the survey instrument was designed to find out the kinds of tests which are used during the initial placement. Each interviewee was shown a list of 52 tests (see Card 3, Appendix A) and asked if any of them were used. Table 36 summarizes the responses to Question 8, and indicates for various sub-groups of the sample the percentage which used tests. The use of tests as reported at the board level varied from 0 percent for the four boards of high ethnic concentration to 38 percent for the 21 boards of low ethnic concentration. There was little difference between Metro and non-Metro boards. The average use of tests was about 29 percent while public boards used tests somewhat more frequently than separate school boards (33 percent versus 23 percent).

The level of use by groups of schools varied little for all major sub-groups (between 24.6 percent and 28.1 percent) except the ethnic subdivisions. For schools, use of tests seemed to increase as ethnic concentration moved from low to medium, but decreased to a new low level of about 18 percent for the

Table 36
LEVEL OF USE OF TESTS DURING INITIAL PLACEMENT

Group of Respondents	% Respondents Using Tests	
	Boards	Schools
All	29.4	26.5
Metro	28.6	24.8
Non-Metro	29.6	28.1
Public	33.1	27.1
Separate	23.1	24.6
Low ethnic	38.1	23.8
Medium ethnic	22.2	33.7
High ethnic	0	18.8

schools in the 4 boards categorized as having high ethnic concentration. Board responses, however, indicated a decrease of use from 38 percent to 0 percent as ethnicity increased from low to high. How size of board related to frequency of use of tests was also examined. It was found that while all of the 11 small boards used tests, only 4 (30 percent) of the medium and 2 (20 percent) of the large boards did so.

Generally speaking, tests are not used to a high degree, but at a fairly stable level between 20 percent and 30 percent. The only noticeable variation is when ethnic concentration is used as a variable.

b. The Monitoring of Initial Placement

Question 9 was directed towards the monitoring of initial placement when testing is not used. Thus the responses came from the boards and schools which answered "No" to Question 8. In Table 37 the responses are summarized. What is evident is the overwhelming reply by all sub-groups studied that monitoring was done by the classroom teacher. It is noticeable that reliance on the teacher increases with ethnicity.

c. Tests Used During Initial Placement

Question 10 was directed to board officials and school personnel who had responded positively when asked if testing was a part of initial placement. Interviewees were handed Card 3 on which appeared 52 tests grouped in 5 categories as follows: 9 conceptual tests (#1-9); 9 achievement tests (#10-18); 7 personality tests (#19-25); a category entitled informal inventories which consisted of a single comprehensive item, namely, teacher-made tests (#26); and diagnostic and developmental tests (#27-52). A sixth category entitled 'others' was numbered 53. The data were analyzed as follows: for each group being studied, the number of responses indicating the use of a particular test was computed; the three tests used most frequently by that group

Table 37
HOW INITIAL PLACEMENT IS
MONITORED WHEN TESTING IS NOT USED

Group of Respondents (Answering No to Q. 8)	Percentage of Respondents Indicating Monitoring By					
	Classroom Teacher		Principal		Other	
	Boards	Schools	Boards	Schools	Boards	Schools
All	75	65	12.5	5	12.5	30
Metro	100	52	0	4	0	44
Non-Metro	70	57	15	24	15	19
Public	79	53	7	3	14	44
Separate	70	60	20	10	10	30
Low ethnic	62	54	23	5	15	41
Medium ethnic	71	60	0	4	29	36
High ethnic	100	76	0	5	0	19

were identified and the number of responses for these were expressed as a percentage of the total number of responses. Table 38 was then compiled to show these percentages for all tests which were one of the three tests most frequently used by any of the groups.

Eleven of the 52 tests listed on Card 3 met this criterion. Of these, 6 were achievement tests and 2 were developmental and diagnostic tests. Teacher-made tests were clearly the most used of all, followed by the Canadian Test of Basic Skills and the Gates-McGinitie Reading Test.

Numerous comparisons among sub-groups are possible but caution should be exercised since in the case of boards the numbers are relatively small (always 34 or less). However, interesting similarities and differences are found when Metro schools are compared with non-Metro schools. Both used teacher-made tests, though to a different degree (6.5 percent versus 13.6 percent); both used the Gates-McGinitie Reading Test to about the same extent but they differ in the order of the three most frequently used tests, as the CTBS Tests are favoured in Metro compared with the Wide Range Achievement Test outside Metro.

Because of the relatively low use of tests in initial assessment, and also because of extreme time pressures, it was decided to omit analysis of Questions 11 to 18 and rely on the corresponding questions in the section on reassessment.

Table 38
FREQUENCY OF USE OF TESTS DURING INITIAL PLACEMENT
(for various groups)

Category of Test	Number on Card 3	Name of Test	Global		Metro		Non- Metro		Public		RCSS		Ethnic Low Med High			Ethnic Low Med High		
			Bd.	Sch.	Bd.	Sch.	Bd.	Sch.	Bd.	Sch.	Bd.	Sch.	Bd.	Bd.	Bd.	Sch.	Sch.	Sch.
I	3	Wechsler Intell. Scale for Children														6.9		
II	10	Canadian Test of Basic Skills	9.4	8.4		9.7	10.3		15.8	7.8	9.0		9.6				9.6	10.4
	11	Peabody Indiv. Ach. Test			33.3									33.3				
	13	Gates-McGinitie Rdg. Test		8.7		6.5	9.7	7.8	15.8		10.0		6.5			6.9	9.0	10.4
	15	Monroe-Sherman Rdg. Apt. & Ach.			33.3							8.5		33.3				
	16	Stanford Achievement Test														6.9		
III	18	Wide Range Achievement Test						8.4				7.4				6.9		
	19	Bender Gestalt (Emotion. Ind)				6.5			7.8									
IV	26	Teacher-made Tests	7.3	13.8	33.3	6.5	13.9	13.6	10.5		14.8	10.7	6.5	33.3		9.5	16.9	11.8
V	36	Dolch Basic Sight Vocabulary														7.4		
	46	Peabody Picture Voc. Test	7.3			7.5				7.8			7.5					
VI		Others	76.0	69.1	0	63.5	66.1	70.2	57.9	76.6	66.2	73.4	69.9	0		55.5	64.5	67.4
Average Number of Responses per Interview			2.8	2.8	0.4	3.4	2.8	2.7	0.9	2.6	5.9	3.1	4.4	0.3	0	2.25	3.7	2.0

Code: I Conceptual
 II Achievement
 III Personality
 IV Informal Inventories
 V Diagnostic and Development Tests

d. Tests Used in Following Up Initial Placement

Question 31 on the interview schedule examined the use of tests as follow-up to initial placement. Respondents were shown the same card which was used for the questions on initial placement.

Table 39 which summarizes the responses was compiled in the same way as Table 38. There were again 11 tests which met the criterion (5 achievement tests and 4 conceptual tests). Teacher-made tests were most frequently used, followed by the Wechsler Intelligence Scale for Children and the Wide Range Achievement Test.

When size of board was studied as a variable, teacher-made tests, the Wechsler Intelligence Scale for Children and the Wide Range Achievement Test were the three most frequently used by medium and large boards. However, small boards used the CTBS as frequently as the Wechsler, with teacher-made tests in third place.

In comparing responses to Questions 10 and 31, the 'densities' of response should first be noted. Thus the average number of responses per interview is noticeably higher (3 times or more so) at reassessment, showing an increased use of tests. Secondly, teacher-made tests again are the most frequently used, generally speaking.

It is also interesting that at the initial placement the only conceptual test used was the WISC which was used at a high level only by schools with low ethnic concentration. At reassess-

Table 39

FREQUENCY OF USE OF TESTS IN FOLLOW-UP TO INITIAL PLACEMENT
(for various groups)

Category of Test	Number on Card 3	Name of Test	Global		Metro		Non- Metro		Public		RCSS		Ethnic Low Med High			Ethnic Low Med High		
			Bd.	Sch.	Bd.	Sch.	Bd.	Sch.	Bd.	Sch.	Bd.	Sch.	Bd.	Bd.	Bd.	Sch.	Sch.	Sch.
I	3	Wechsler Intell. Scale for Children	9.2	10.5		9.8	11.7	9.6	9.2	9.6	11.6	6.7	9.5	8.2		10.8	11.2	9.1
	4	Wechsler Pre-Sch. Primary Scale of Intelligence								7.7				8.2				
	7	Raven Progressive Matrices												8.2				
	9	Stanford-Binet Intell. Scale												8.2				
II	10	Can. Tests of Basic Skills	6.5							9.6								
	11	Peabody Indiv. Ach. Test			13.2									8.2				
	13	Gates-McGinitie Rdg. Test						8.9						9.8		8.1	8.8	
	15	Monroe-Sherman Rdg. Apt. & Achievement Test			10.5													
	18	Wide Range Achieve. Test		7.9	10.5	7.1	8.6		8.7		8.3	6.5	7.8				8.8	9.1
IV	26	Teacher-Made Tests	11.3	10.7	10.5	11.4	10.8	10.7	12.4		10.2	12.3	11.2	11.5		9.6	11.3	11.5
V	38	Draw a Person Test								7.7								
VI		Others	73.0	70.9	55.3	71.7	68.9	70.8	69.7	65.4	69.9	74.5	71.5	37.7		71.5	59.9	70.3
Average Number of Responses per Interview			8.6	9.8	5.4	9.4	8.5	10.9	11.4	9.8	4.0	9.6	11.0	6.7	0	10.2	9.3	10.0

Code: I Conceptual
 II Achievement
 IV Informal Inventories
 V Diagnostic and Development Tests

ment the WISC was the most frequently used of 4 conceptual tests, being used fairly consistently across all sub-groups studied. Similarly, the Wide Range Achievement Test was used by many of the sub-groups studied.

e. Modifications to Tests

Questions 32 and 33 were intended to ascertain whether or not tests were modified in a way to compensate for cultural differences, and if so, how.

Interviewees were first asked (Question 32) whether they modified tests in any way when they tested the cohorts of students being studied. Table 40 summarizes the results for groups

Table 40
EXTENT OF MODIFICATION FOR CULTURAL
DIFFERENCES WHEN TESTING DURING RE-ASSESSMENT

Group of Respondents	Percentage Who Modify	
	Boards	Schools
All	82.4	31.0
Metro	85.7	29.9
Non-Metro	81.5	32.0
Public	85.7	32.4
Separate	76.9	26.3
Low ethnic	80.9	30.9
Medium ethnic	77.8	29.3
High ethnic	100.0	33.3

of boards and indicated a high frequency of modification, in all cases over 75 percent. However, for the corresponding groups of schools much lower frequencies were found, between 26 and 33 percent. For example, Metro boards indicated a modification of 86 percent compared with 30 percent for Metro schools. Why this difference should occur is not clear.

Question 33 asked respondents to indicate what type of modification they made to tests on the basis of a list of seven likely modifications supplied to them on Card 3a (see Appendix A). They could also describe any other modifications which were not listed.

Table 41 summarizes the responses for all those who answered positively. It can be seen that modifications are made somewhat more frequently for cohorts B and C, in particular translating the test into the mother tongue. The two most frequently made modifications are time extension and omission of items.

Similar overall tabulations were compiled for all the major groups studied, and the three most frequent modifications identified for each group. A summary of these choices is given in Table 42 (p. 132). Although time extension, substitution of words or phrases, and omission of items are the most frequently used, other modifications such as translating into the mother tongue and eliminating words or phrases appear for the Roman Catholic Separate school and high ethnic concentration groups. The top three choices for the medium ethnic group are not parti-

Table 41

MODIFICATIONS MADE TO TESTS DURING REVIEW OF PLACEMENT

Type of Modification	No. of Responses for each cohort			Total Number of Responses	Overall Rank
	A	B	C		
Time Extension	31	47	37	115	1
Omission of Items	28	44	38	110	2
Substitution of Words or Phrases	23	31	28	82	3
Elimination of Words or Phrases	19	26	21	66	4
Translation into Mother Tongue	9	27	24	60	5
Substitution of Items	16	19	16	51	6
Other	14	16	16	46	7
Addition of Items	7	8	8	23	8
Totals	147	218	188	553	

Table 42

THREE MODIFICATIONS MADE MOST FREQUENTLY TO TESTS
IN REVIEWING PLACEMENT BY MAJOR GROUPS OF RESPONDENTS

Group of Respondents	Most Frequent Modifications		
	1	2	3
All Boards	O	TE	SW
All Schools	TE	SW	O
Metro Boards	E	SI	SW
Metro Schools	TE	O	E
Non-Metro Boards	O	TE	SW
Non-Metro Schools	TE	SW	O
Public Boards	O	SW	SI
Public Schools	TE	O	SW
Separate Boards	O	A	T
Separate Schools	TE	SW	E
Low ethnic Boards	O	TE	E
Low ethnic Schools	SW	TE	O
Medium ethnic Boards	E	SI	SW
Medium ethnic Schools	TE	O	A
High ethnic Boards	O	T	E
High ethnic Schools	TE	T	E

Code: O Omission of Items
 TE Time Extension
 SW Substitution of word/phrases
 SI Substitution of Items
 A Addition of Items
 E Elimination of word/phrases
 T Translate into mother tongue

cularly consistent compared to the other groups, possibly reflecting a lack of homogeneity in this particular group.

f. Compensation for Cultural Differences

Question 34 asked board officials and school personnel whether or not they compensated for cultural differences in interpreting test results. Table 43 summarizes the results. Responses to this question by groups of boards were similar to those made relating to test modifications with the general frequency of use averaging about 75 percent. Interestingly, compensation is less frequent in Roman Catholic boards than in public school boards (61.5 percent compared to 85.7 percent).

Table 43
EXTENT OF COMPENSATION FOR CULTURAL
DIFFERENCES WHEN TESTING DURING RE-ASSESSMENT

Group of Respondents	Percentage Who Compensate	
	Boards	Schools
All	76.5	60.8
Metro	71.4	55.6
Non-Metro	77.8	65.6
Public	85.7	61.2
Separate	61.5	59.6
Low ethnic	76.2	64.3
Medium ethnic	77.8	60.9
High ethnic	75.0	56.6

The frequency with which compensations are made by groups of schools is about 60 percent, varying only 5 percentage points above and below. Thus correspondence between board group responses and school group responses is much closer (a difference of about 15 percent) than the correspondence for modifications, suggesting that schools apparently favour compensating afterwards rather than modifying the actual tests.

Particularly striking is the lack of divergence between RCSS boards and their schools where there is a difference of only 2 percent, whereas for public boards and their schools the difference is almost 25 percent. This small difference of 2 percent between RCSS boards and schools is all the more notable when it is compared with the 50 percent difference between them in the frequency with which they make test modifications.

In question 35, interviewees were asked what actual compensations they made for cultural differences in interpreting test results. Again they were able to indicate whether they used any of the possible ways listed on Card 3a, or if they used other ways.

The results for all those who responded to this question positively are given in Table 44. The two compensations used most frequently are: 1) indicating that the score is not precise, 2) indicating that it should be ignored in making decisions. As with modifications, there is an increased use of compensation with cohorts B and C - on the order of 50 percent for the former, and 25 percent for the latter.

Table 44
COMPENSATIONS MADE FOR CULTURAL DIFFERENCES IN
INTERPRETING TESTS DURING REVIEW OF PLACEMENT

Type of Compensation	No. of Responses for each Cohort			Total Number of Responses	Overall Rank
	A	B	C		
Score indicated as not precise	97	132	117	346	1
Score to be ignored	55	79	71	205	2
Other	25	39	34	98	3
Points added to score	1	5	3	9	4
Totals	178	255	225	658	

As before, all choices made by each major group of respondents were tabulated. The choices for every major group reflected those of the global group, thus showing that there is unanimity regarding the ways in which compensations for cultural differences are made at this stage in reviewing placement. However, it is interesting that when boards and schools were grouped according to ethnic concentration, the levels of response for unlisted ways increased from 14.7 percent to 31.3 percent of responses for boards and from 6.5 percent to 17.4 percent for schools when ethnic concentration increased from low to high.

IV. Counselling During the Placement Process

Question number 39, under the heading B-3 Counselling, determines whether or not a particular board normally requires a student to be counselled during the placement process. Table 45 summarizes the responses obtained from the major groups of boards and schools.

The degree to which counselling was required was relatively low, on the order of 35 percent for all boards and 24 percent for all schools. Responses for groups of schools indicated lower level requirements for counselling than those from the corresponding groups of boards, except for the Roman Catholic Separate School system.

In Metro Toronto, board responses indicated that 5 of the 7 boards required counselling during the placement process; yet only 36 respondents of the 117 Metro schools (31 percent) stated that there was such a policy. There was little evidence of this policy for Roman Catholic Separate School boards (7 percent); while the degree to which such a policy was required rose from 28 percent for boards of low ethnic concentration to 50 percent for those of high ethnic concentration, with similar increases for the corresponding groups of schools, though at lower levels (8 percent to 29 percent).

Question 40 was directed to the respondents who reported that counselling was a requirement during the placement process. They were asked how long this policy had been in effect. The results are summarized in Table 46 (see page 138).

Table 45
POLICY OF COUNSELLING REQUIRED
DURING INITIAL PLACEMENT

Group of Respondents	Respondents Who Say Counselling is Required			
	Boards		Schools	
	Number	% of Group	Number	% of Group
All	12	35	59	24
Metro	5	71	36	31
Non-Metro	7	26	23	18
Public	11	52	45	24
Separate	1	7	14	25
<u>Ethnic Concentration</u>				
Low	6	28	15	8
Medium	4	44	24	26
High	2	50	20	29

Table 46

LENGTH OF TIME POLICY OF COUNSELLING
DURING PLACEMENT HAS BEEN IN EFFECT

Group of Respondents	Boards					Schools				
	Number of Years in Effect				Total Number with Policy	Number of Years in Effect				Total Number with Policy
	0-1	1-2	2-3	over 3		0-1	1-2	2-3	over 3	
All	0	1	1	10	12	0	1	5	53	59
Metro	0	0	1	4	5	0	1	1	34	36
Non-Metro	0	1	0	6	7	0	0	4	19	23
Public	0	1	0	10	11	0	1	1	43	45
Separate	0	0	1	0	1	0	0	4	10	14
Low ethnic	0	0	1	5	6	0	0	4	11	15
Medium ethnic	0	1	0	3	4	0	0	0	24	24
High ethnic	0	0	0	2	2	0	1	1	18	20

Of the twelve boards with such a policy, ten have had it in effect for over 3 years. This characteristic is reflected in the corresponding school responses. Although only one Roman Catholic Separate School board reported such a policy, fourteen RCSS schools reported that they had one, and they came from eight of the thirteen RCSS boards. It appears that individual schools may operate such a policy even if their board does not.

The next inquiry, Question 41, was concerned with the stages in the placement process when the student would normally receive counselling. It was designed to elicit whether such counselling (defined in broad terms) occurred upon reception at the school, upon initial placement, or at later stages where problems seem to occur after initial placement and review may be necessary. The question also asked whether or not such counselling took place on an individual basis or in groups. Table 47 summarizes the responses for the major groups of boards studied. It can be seen that group counselling, when used, occurs largely at the intake or initial placement stage, and then only at a relatively low level (20 - 30 percent or so). Individual counselling is much more frequently used at intake and continues to be used throughout the whole placement process, especially by the Metro and public school boards. Its level of use increases at the review stage for all the groups analyzed, varying from about 60 percent for RCSS boards to 100 percent for Metro boards. All six boards of medium or high ethnic concentration used individual counselling when reviewing placement.

Table 47

STAGES AT WHICH INDIVIDUAL AND GROUP
COUNSELLING IS USED BY BOARDS

	Number of Boards Using									
	Individual Counselling					Group Counselling				
Group of Respondents	Intake/ Reception	Initial Placement	Problem at Initial Placement	Review/ Testing	Second Placement	Intake/ Reception	Initial Placement	Problem at Initial Placement	Review/ Testing	Second Placement
All	16	18	24	25	26	6	5	3	1	1
Metro	5	6	6	5	7	3	2	0	0	0
Non-Metro	11	12	18	21	19	3	3	3	1	1
Public	12	15	16	18	18	6	4	2	1	1
Separate	4	3	8	8	8	0	1	1	0	0
Low ethnic	3	4	5	6	5	2	1	1	1	1
Medium ethnic	3	4	4	3	4	2	1	0	0	0
High ethnic	1	1	1	2	2	1	1	0	0	0

When asked if counselling procedures used varied for the cohorts of new students being studied, the responses indicated that twelve (35 percent) of all boards did vary their procedures to make allowances for differences (Table 48). When boards were placed in the usual groups, the percentages remained relatively stable (between 33 and 50 percent).

Table 48

ALLOWANCE MADE IN COUNSELLING PROCEDURES
FOR DIFFERENT COHORTS
(BOARDS ONLY)

Group of Respondents	Number Responding Yes	% of Group
All	12	35
Metro	3	43
Non-Metro	9	43
Public	7	33
Separate	5	39
Low ethnic	7	33
Medium ethnic	3	33
High ethnic	2	50

Analysis of question 43, which was answered by the boards which had indicated in Question 42 that they did make allowances, produced some details of their modified techniques.

The most frequently mentioned was to provide more counselling for cohorts B and C (5 responses). Other ways included using interpreters, spending time equating documents, and using a 'buddy system' as a form of informal counselling. One response reflected the general intent of most when it commented that more time is needed to communicate with and explain things to such students. A measure of the increased effort involved was given by one large Metro board which indicated that four times as much counselling occurred for group B and C students as for group A students.

V. Special Programs

Section A-5 of the schedule contained five questions relating to the provision of special programs or courses of study to which all new students might be assigned (Questions 23 through 27).

Respondents were first handed Card 4 (see Appendix A) on which a comprehensive set of 28 special programs were listed, and asked to indicate which of these (and any not listed) were available in their board or school. In each case, they were asked to categorize the location of the program as i) contained, ii) withdrawal, or iii) itinerant (see Figure 2 for definitions of these terms).

The responses were computed and Tables 49, 50 and 51 compiled to list the most common programs. On a contained basis, five special programs are offered by more than half of the boards surveyed, with opportunity programs offered most frequently,

Figure 2

CLASSIFICATIONS OF SPECIAL PROGRAMS

Contained Program is one in which students are registered in a self-contained classroom with their own teacher.

Withdrawal Program is one in which students are registered in a regular classroom but leave that room on a regular daily and/or weekly basis for special instruction by another teacher for up to one-half of the school day in time.

Itinerant Program is one in which students are registered in a regular classroom but leave for special instruction by an itinerant teacher who comes to their school among others, to teach a special subject or special group of students.

Table 49

SPECIAL PROGRAMS OFFERED MOST FREQUENTLY
BY BOARDS ON A CONTAINED BASIS

Program	Number of Boards Offering Programs			% of Boards offering Programs
	Metro	Non-Metro	Total	
Opportunity Senior	5	18	23	67
Opportunity Junior	5	17	22	64
Opportunity Primary	4	17	21	61
Behavioural	4	17	21	61
Perceptual	5	14	19	55
External Placement	6	13	19	55
Trainable Retarded	1	16	17	50
Occupational	5	11	16	47
Orthopedic	2	13	15	44
Vocational	3	12	15	44

Table 50

SPECIAL PROGRAMS OFFERED MOST FREQUENTLY
BY BOARDS ON A WITHDRAWAL BASIS

Programs	Number of Boards Offering Programs			% of Boards offering Programs
	Metro	Non-Metro	Total	
Remedial	4	18	22	64
ESL	4	18	22	64
Reading	6	14	20	58
Gifted Enrichment	5	7	12	35
Learning Centre	1	6	7	20
Vision	0	7	7	20

Table 51
SPECIAL PROGRAMS OFFERED MOST FREQUENTLY
BY BOARDS ON AN ITINERANT BASIS

Program	Number of Boards Offering Programs			% of Boards offering Programs
	Metro	Non-Metro	Total	
Speech	7	18	25	73
Home Instruction	7	17	24	70
Hospital/ Institution	2	13	15	44

followed by behavioural programs. Remedial, ESL, and reading are the three most frequently available on a withdrawal basis, and speech and home instruction on an itinerant basis. When boards were grouped by size (small, medium and large), similar results were found.

Thirteen boards (2 Metro, 11 non-Metro) offer 'unlisted' programs on a contained basis, and 9 on a withdrawal basis (4 Metro, 5 non-Metro). The unlisted programs mentioned by respondents from the Metro boards are given in Table 52. There is a wide variety. All boards have at least one program, with three programs the highest for any one board. An early diagnostic program was the only one mentioned twice. Grouping by size indicated, as expected, that as size increased, more special programs were offered.

Table 52
OTHER (UNLISTED) SPECIAL PROGRAMS
OFFERED BY ONE OR MORE METRO BOARDS

1. Developmental
2. Resource Teacher in Almost Every School
3. Home for Unwed Mothers
4. Life Skills Program for 14 Year Olds
5. Transition Program for Non-English
6. Resource ESL Teacher
7. Diagnostic Program for 4-7 Year Olds
8. Re-entry for School Leavers
9. EOD Booster Program
10. Alternate School
11. EIP:Early Identification Program
12. Heritage Language

The data were also analyzed to see how these special programs were distributed with respect to ethnic concentration. The three most frequently offered special programs for each of the categories (contained, withdrawal, itinerant), are shown in Table 53. They coincide with those in the Metro/non-Metro analysis, although there is some change in rank. It is again

Table 53
SPECIAL PROGRAMS BY BOARDS MOST FREQUENTLY
OFFERED BY LEVEL OF ETHNIC CONCENTRATION

Basis	Program	Ethnic Concentration of Board					
		Low		Medium		High	
		No.	% of group	No.	% of group	No.	% of group
Contained	Opportunity Senior	17	80	3	33	3	75
	Opportunity Junior	16	76	3	33	3	75
	Opportunity Primary	16	76	3	33	2	50
	Behavioural	14	66	3	33	3	75
Withdrawal	Remedial	17	80	4	44	1	25
	Reading	7	33	2	22	2	50
	ESL	12	57	6	66	*3	75
Itinerant	Speech	16	76	6	66	3	75
	Home Instruction	14	66	7	77	3	75
	Hospital/Institution	12	57	2	22	1	25

* 1 of the 4 high ethnic boards operates their ESL program on an itinerant basis

somewhat surprising to find the percentages generally lower for boards of medium ethnic concentration.

Question 24 asked which of the 28 special programs were used to accommodate new Canadians; 27 boards said they used all of them while the rest used some of them. Of the 27, 8 were small, 11 medium and 8 were large boards.

When asked (Question 25) which two of these special programs were most useful for new Canadian students, the responses were ESL and remedial programs; while the emphasis in Metro was very strongly on ESL, the non-Metro boards gave roughly the same weight to both ESL and remedial programs (see Table 54). Similar results occurred when boards were grouped by size.

When the first two choices by boards were broken down by level of ethnic concentration (see Table 55, p. 150), ESL programs were judged most useful for both cohort B and C students by all three sub-groups. Remedial or reading programs were ranked as the second most useful type of special program in all cases.

Questions 26 and 27 dealt with new and needed special programs. Since both questions were open-ended, they were analyzed manually as follows.

First, a simple count was made of how many respondents said their school or board had new programs under development. This was done for all the major groups studied, and yielded Table 56. It can be seen that about 80 percent of the boards are developing new special programs, and that all the Metro

Table 54
TWO SPECIAL PROGRAMS JUDGED MOST USEFUL
FOR COHORT B AND C STUDENTS
(METRO VS. NON-METRO BOARDS)

Cohort	Name of Special Program	Board Location			
		Metro		Non-Metro	
		Number of 1st or 2nd choices	% of Total Choices	Number of 1st or 2nd choices	% of Total Choices
B	ESL	6	46	16	35
	Reading	1	7	-	-
	Remedial	-	-	13	28
C	ESL	4	40	12	27
	Reading	1	10	-	-
	Remedial	1	10	13	29

Table 55

TWO SPECIAL PROGRAMS JUDGED MOST USEFUL
FOR COHORT B AND C STUDENTS
(BY LEVEL OF ETHNIC CONCENTRATION)

Cohort	Name of Special Program	Level of Ethnic Concentration					
		Low		Medium		High	
		Number of 1st or 2nd choices	% of Total Choices	Number of 1st or 2nd choices	% of Total Choices	Number of 1st or 2nd Choices	% of Total Choices
B	ESL	12	32	6	60	3	38
	Remedial	12	32	-	-	-	-
	Reading	6	16	1	10	-	-
C	ESL	7	26	3	23	3	38
	Remedial	6	23	-	-	-	-
	Reading	6	23	1	7	-	-

Table 56
 PERCENTAGES OF BOARDS AND SCHOOLS
 WITH NEW PROGRAMS UNDER DEVELOPMENT

	Boards	Schools
	%	%
All	79	44
Metro	100	35
Non-Metro	74	53
Public	71	40
Separate	92	56
<u>Ethnic Concentration</u>		
Low	71	58
Medium	88	35
High	100	39

boards and all those of high ethnicity are doing so. Levels of development for the corresponding school groups were, naturally enough, lower (between 35 and 58 percent) being least in Metro and medium and high ethnic concentrations (below 40 percent).

Secondly, a list of all special programs mentioned by any of the 279 respondents as being under development by their board or school for any or all of the three cohorts being studied was compiled. Fourteen special programs were identified (see Table 57). Of the actual responses (about 200) over 80

Table 57
TYPES OF PROGRAMS MENTIONED

-
1. English as a Second Language, English Upgrading
 2. Academic Upgrading
 3. Mathematics
 4. Gifted Enrichment
 5. Physical Disabilities
 6. Orientation/Social Adjustment/Reception
 7. Behavioural
 8. Remedial
 9. Perceptual Handicap/Learning Disabilities
 10. New Programs in Specific Subject Areas e.g. French, Social Studies, Music
 11. Cultural/Heritage
 12. Teaching Second Language Other Than French or English
 13. Extension/Expansion of Existing Special Program
 14. Guidance

percent related to programs for all new students, less than 10 percent related to both B and C students only, and about 7 percent to either B or C. The five most frequently mentioned programs were ESL, specific subjects, academic up-grading, gifted enrichment and remedial. Of these, ESL and academic up-grading were cited most for cohorts B and/or C students.

The list of special programs was also analyzed in terms of frequency of mention by each major group being studied. The results of the analysis for the three 'global' groups are shown in Table 58. From this, it is clear that ESL programs ranked first; for schools, specific subject area programs come next, while boards indicate gifted enrichment.

The three special programs most frequently mentioned by each major group were then identified and Table 59 (p. 155) was compiled (note that only those programs mentioned more than 10% of the time were included). ESL programs are ranked first by the non-Metro and Separate school boards, but gifted enrichment by the Metro and public school boards. Except for the Metro boards, all other groups rank ESL programs in first or second.

The final question relating to special programs (number 27) asked if any of the three cohorts of new students needed programs which were not currently available. In analyzing the responses similar procedures to those used for question 26 were employed.

There were 205 responses in all, from the total group of 279 respondents. Of these, 104 responses (51 percent) identi-

Table 58
FREQUENCY WITH WHICH DEVELOPMENT
OF SPECIAL PROGRAMS WAS MENTIONED
BY THE THREE GLOBAL GROUPS

New Programs	Frequency of Mention By Each Group		
	All Respondents	All Boards	All Schools
English as a Second Language	44	9	35
Specific Subjects e.g. French, Music	31	3	28
Gifted Enrichment	22	9	13
Academic Upgrading	22	5	17
Remedial	19	6	13
Orientation/Social Adjustment/ Reception	18	4	14
Mathematics	12	0	12
Behaviour	9	5	4
Guidance	7	1	6
Physical Disabilities	5	2	3
Learning Disabilities	4	3	1
Cultural/Heritage	3	0	3
Language other than English or French	2	1	1
Total Number of Mentions	198	48	150

Table 59

THE THREE NEW PROGRAMS MOST FREQUENTLY
MENTIONED BY MAJOR GROUPS AS UNDER DEVELOPMENT

Group of Respondents	Rank of Programs Most Frequently Mentioned					
	Boards			Schools		
	1	2	3	1	2	3
All	E/G	R	A/B	E	S	A
Metro	G	A	-	E	G	O
Non-Metro	E	G	-	S	E	A
Public	G	E/B/R	-	S	E	O
Separate	E	G	-	E	S/A	-
<u>Ethnic Concentration</u>						
Low	E	-	-	S	E	A
Medium	G	E/R	-	E/O	S	-
High	E/G/O/L			E	S	G

Code: English as A Second Language E
 Gifted Enrichment G
 Remedial R
 Academic Upgrading A
 Behaviour B
 Specific Subject Programs S
 Orientation/Social Adjustment/Reception O
 Language other than English or French L

fied programs needed for all three cohorts, 57 (28 percent) identified programs needed for both B and C students, and 35 (18 percent) identified programs needed for cohort B students only, (recent non-native Canadian immigrants). ESL, orientation, and academic up-grading programs were cited most frequently as needed for new Canadian students (cohorts B and/or C).

A count of all programs mentioned by the 279 respondents was again made, broken up into the three global, and other major groups as before. The results for the three global groups are shown in Table 60. Clearly, ESL, academic up-grading and orientation programs are seen as those most needed.

The three programs most frequently mentioned by each major group as most needed were identified as before (each representing over 10 percent of the group total response) and Table 61 (p. 158) compiled. This shows clearly that ESL programs are seen as the first priority, with academic up-grading programs as the second. School groups clearly desire more orientation programs, as this is ranked third by a number of sub-groups of schools.

Finally, the percentages of board and school groups indicating that new programs were needed was computed, and the results compiled in Table 62 (p. 159). There is a very high demand for more programs by the various groups of boards, particularly the Metro boards and those with medium and high ethnic concentration. The demands of school groups are not so high, with percentages varying between 42 and 63 percent, with an overall average of 55 percent. The three groups indicating most need are non-Metro (63 percent), separate (58 percent), and medium ethnic concentration (55 percent).

Table 60

FREQUENCY WITH WHICH NEEDED PROGRAMS
WERE MENTIONED BY THE THREE GLOBAL GROUPS

Needed Programs	Frequency of Mention By Each Group		
	All Respondents	All Boards	All Schools
English as a Second Language	73	16	57
Academic Upgrading	38	5	33
Orientation/Social Adjustment/ Reception	23	3	20
Behavioural	17	3	14
Gifted Enrichment	16	1	15
Remedial	9	3	6
Learning Disabilities	7	3	4
Mathematics	6	0	6
Special Subjects e.g. French, Music	4	0	4
Guidance	2	1	1
Cultural/Heritage	2	1	1
Language other than English or French	1	1	0
Total Number of Mentions	198	37	161

Table 61
THE THREE PROGRAMS IDENTIFIED
BY MAJOR GROUPS AS MOST NEEDED

Group of Respondents	Rank of Programs Most Frequently Mentioned					
	Boards			Schools		
	1	2	3	1	2	3
All	ESL	A	O	ESL	A	O
Metro	ESL	A	B/R/L	ESL	A	O
Non-Metro	ESL	A	O	ESL	A	O
Public	ESL	A	O/R	ESL	A	O
Separate	ESL	B/L	B/L	ESL	A	P
<u>Ethnic Concentration</u>						
Low	ESL	A/O/B	A/O/B	ESL	A	O
Medium	ESL	A	R/L	ESL	A	B
High	ESL	C/S/E	C/S/E	ESL	A	O

Code: English as a Second Language ESL
 Academic Upgrading A
 Orientation/Social Adjustment/
 Reception O
 Remedial R
 Behavioural B
 Learning Disabilities L
 Physical Disabilities P
 Cultural/Heritage C
 Second Language Other Than English
 or French S
 Extension of Existing Programs E

Table 62

PERCENTAGES OF BOARD AND SCHOOL GROUPS
SAYING NEW PROGRAMS ARE NEEDED

Group of Respondents	% Saying Programs Needed	
	Boards	Schools
All	85	55
Metro	100	46
Non-Metro	81	63
Public	76	54
Separate	100	58
Low Ethnic Concentration	76	42
Medium Ethnic Concentration	100	55
High Ethnic Concentration	100	49

VI. A Review of the Responses to Ten Basic Questions

The analysis of the interview data so far has concentrated on the major specific aspects of the intake and placement of new students to a school system, and on how consistent or variable each of these aspects is when the total sample was subdivided in various ways.

In an attempt to look at the process as a whole from the point of view of what seem to be the two most significant variables, (i) location in or outside Metropolitan Toronto, and (ii) degree or level of ethnic concentration, the following procedure was carried out. All questions which required the respondent to answer yes or no were identified. Ten such questions were found, 3 relating to the placement process (numbers 3,5, and 20), 3 to testing (questions 8,32, and 34), 2 to counselling (questions 39 and 42), and 2 to special programs (questions 26 and 27). Figures 3 and 4, one giving the responses for geographical location as the variable (Metro or non-Metro), the other for ethnic concentration (Low, Medium, or High) as the variable, were then constructed.

a. Location

Consideration of these figures enables many different statements and comparisons to be made. For example, the responses to Question 8 are clustered together in Figure 3, thus indicating a high consistency in the level of use of tests during initial placement when Metro and non-Metro systems are compared. This level is between 20 and 30 percent. The situation is quite different as regards having a policy which requires counselling during placement. Seventy percent of non-Metro school respondents say they have such a

RESPONSES OF METRO AND NON-METRO GROUPS OF BOARDS AND SCHOOLS TO TEN BASIC QUESTIONS

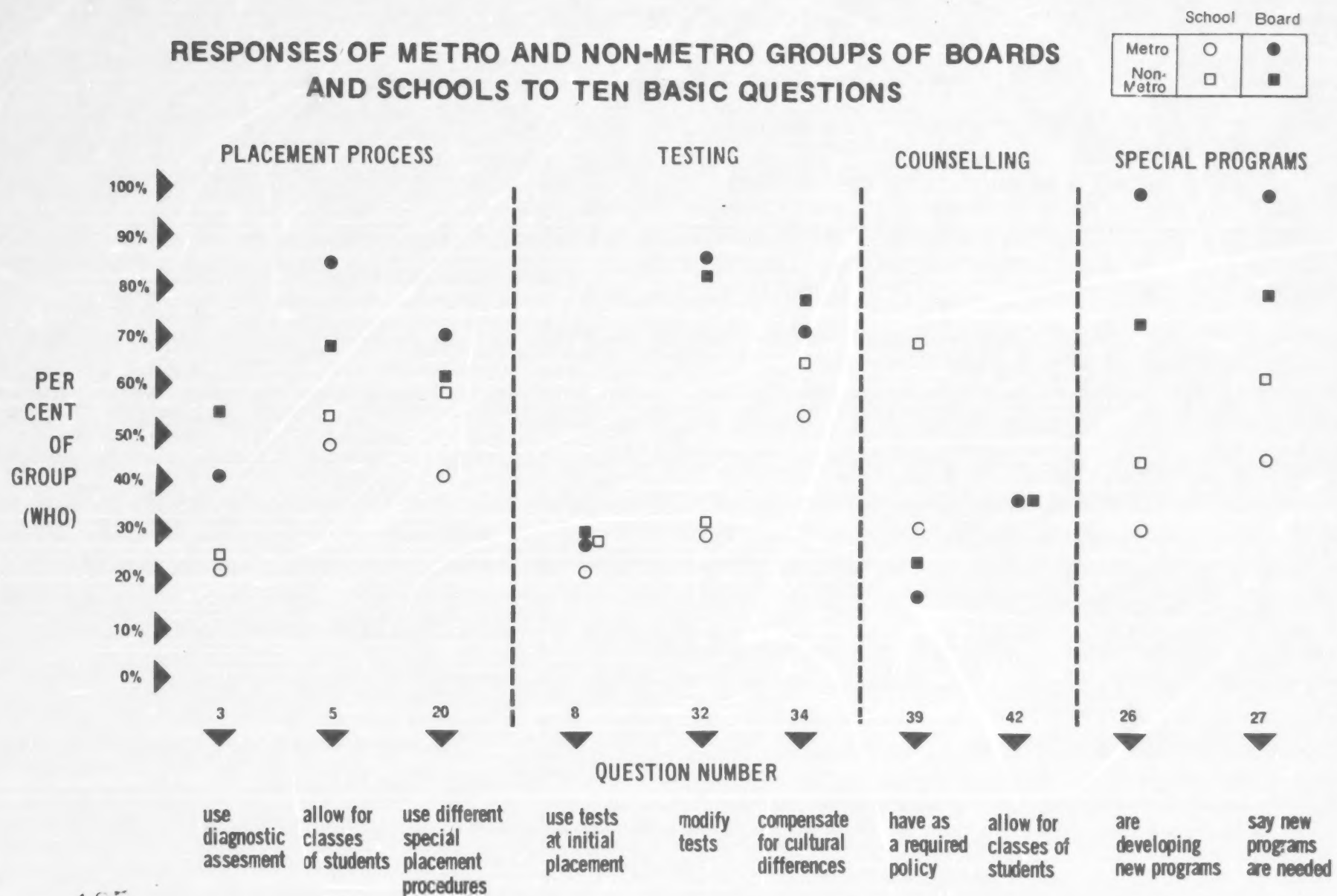


Figure 3

RESPONSES OF GROUPS OF BOARDS AND SCHOOLS OF LOW, MEDIUM AND HIGH ETHNIC CONCENTRATIONS TO TEN BASIC QUESTIONS

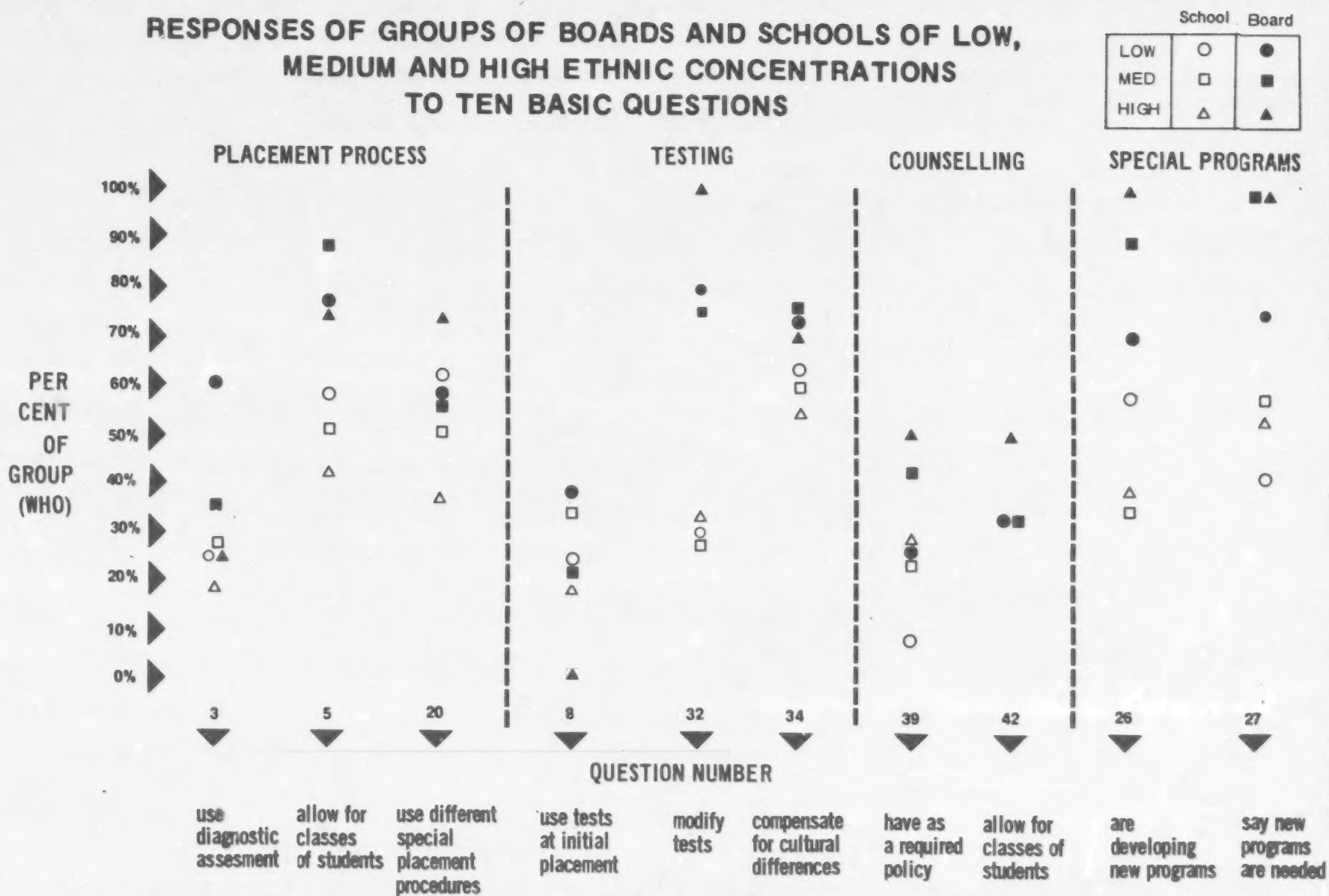


Figure 4

policy while only 30 percent of their board colleagues do.

Consistency between Metro boards and schools is quite good, and indicates also a smaller percentage having such a policy (around 20 percent).

When the responses of the Metro and non-Metro boards to questions 5, 20, 32, 34, 42, 26 and 27 are compared, it is seen that in all cases but questions 34 and 42, a higher percentage of the Metro group are using the procedure in question or making the allowance stated in relation to the needs of new students. In other words, this implies that Metro boards are responding in greater measure to the problems of new Canadian students. The difference tends to be of the order of 10 to 30 percent. However, when the corresponding groups of schools are compared, the non-Metro school responses indicate greater allowance being made for cultural differences.

It is also possible to compare Metro boards with Metro schools, and non-Metro boards with non-Metro schools. When this is done for these same questions, it is found that the differences in allowances made by boards and schools in Metro are noticeably greater than those for non-Metro boards and their schools.

A possible explanation for these various findings is that there is greater consistency between board policy and school practice in non-Metro boards than in Metro boards. If this is so, one contributing factor may be the fact that Metro boards are considerably larger than non-Metro boards, leading to greater communication problems.

Diagnostic assessment appears to be used more in Metro systems, yet counselling is not a required policy in placement to

the same extent as for non-Metro boards. It is not easy to find simple or satisfactory explanations for these findings.

b. Ethnic Concentration

Perhaps the most interesting feature of Figure 4 which summarizes the corresponding responses grouped in terms of ethnic concentrations is the profile of the responses of the boards classified as being of high ethnic concentration. Diagnostic assessment is not used much (25 percent), but there is considerable allowance for the different cohorts (75 percent). Tests are not used initially but at review, all four boards modify them, and most of them compensate for cultural differences (75 percent). Counselling is a required policy and its practice makes allowances for different cohorts of students about half the time. Finally, all four boards are developing new programs and say new programs are needed.

As is to be expected, comparison of these responses with those for the corresponding schools shows some differences - particularly as regards modifying tests and developing new programs. It is hard to pinpoint specific reasons for the variations. One likely cause is that the school personnel interviewed did not know the board policy adequately enough in some instances, while in others their perspective might lead them to make a different response. For example, some principals in schools where these problems were moderate or under control might feel that no new special programs were needed.

Generally speaking, the indications of special attention being given to the problems of the ethnic minority new Canadians under

study (responses to questions 5, 20, 32, 34, 42, 26 and 27) show that more adjustments are made as ethnic concentration rises.

Another point of note is that differences in the responses of sets of schools of different ethnic concentration are generally not great, varying from almost zero to a maximum of about 30 percent.

Of the three specific aspects of the reception and placement process - testing, counselling, and special programs, the one which seems to make least allowance for different cohorts of students is counselling.

VII. Suggestions of Respondents Regarding Problem Areas and Solutions to Placing New Canadian Students

Questions 54, 55 and 56 were open-ended questions designed to tap the experience of those interviewed regarding the problems of placing new Canadians and how these problems might be solved. The actual questions are reproduced in Appendix A.

a. Problem Areas

Question 54 asked what the respondent thought was the most difficult part of the placement process. The responses were analyzed as follows. Responses were categorized, and grouped according to whether the respondent was in a school board classified as low, medium, or high in ethnic concentration. This yielded Table 63.

The results are interesting because of the groupings of similar concerns which appear. The respondents from the low and medium areas of ethnic concentration tended to identify similar problems and attach relatively equal importance to them. One exception between the two is the identification of parents as a difficulty; this will be discussed later.

Table 63

FACTORS OR AREAS JUDGED THE MOST
DIFFICULT PROBLEM IN PLACING NEW CANADIANS
(Grouped According to Ethnic Concentration)

Problem Area	Percent of Total Responses (N=279)		
	Concentration of Ethnic Population		
	Low	Medium	High
Assessment	36	37	43
Ages 11-15	14	15	5
Equating documents	11	5	-
Language	14	13	-
Placing in a warm environment	3	2	-
Availability of ethnic teachers	1	-	-
Cultural differences	3	2	-
Reaction of other students	3	-	-
ESL/D classes	-	-	2
Lack of documents	10	13	39
Parents	5	14	11
Total number of problem areas	10	8	5

The respondents from areas of low ethnic concentration identified twice as many areas of concern (10) as those from areas of high ethnic concentration (5). Eighty-seven of the total responses from the areas of high ethnic concentration were in one of three categories: assessment, ages 11-15 and lack of documents.

The first two problematic areas identified on the table are assessment and ages 11-15. In fact the respondents often referred to assessment in a general way, but it appeared during the process of analysis that the age group 11-15 was identified as a specifically critical age group to assess and place.

When these two responses are aggregated, we find that 50 percent of all responses in areas of low ethnic concentration identified this area of assessment and placement as a concern. Similarly, 52 percent of all responses in areas of medium ethnic concentration and 48 percent of all responses in areas of high ethnic concentration identified this area of assessment and placement as a concern.

When respondents expanded on assessment they often used one of the following questions or statements:

- What is the best way to identify their level of functioning?
- It is difficult to know whether to pay more attention to their social development or their academic development.
- Often it's impossible to do both (especially in the age 11-15 bracket).
- There is a lack of sophisticated diagnostic tools.
- Is it their language problem or do they really have a learning problem?

- How do we know whether we have made an accurate assessment?

The other problem area besides assessment which respondents identified, particularly from areas of high ethnic concentration, was "lack of documents" (30 percent). It is interesting to note the difference in the responses of the other two areas of ethnic concentration on this item (10 and 12 percent respectively; see Table 63). Educators in areas of low and medium ethnic concentrations were apparently not as fully aware of the problems created by lack of documents when one has to deal with a larger population of immigrants.

When respondents expanded on lack of documents, they often referred to one of the following statements:

- No records whatsoever are presented.
- Often papers presented are meaningless, even when translated.
- No mention is made of medical problems, psychological assessment or special facilities which the student attended.

A closer look at the percentage of total responses which mentioned parents is interesting. Those respondents from areas of low ethnic concentration did not identify parents as a problem very frequently, while those respondents from the medium and high areas identified this as a problem three times as often and twice as often respectively.

Examples given by respondents which illustrate the problem with parents included the following:

- Obtaining consent for special classes.
- Resistance to Special Education placements for their

children.

- The education of parents.
- The difficulty of getting parents to understand type of program the student needs.
- The difficulty of getting the parents to accept the initial placement of their child.
- Parents don't want their children referred for testing.

b. Possible Solutions

Questions 55 and 56 asked for any suggestions for alternative approaches (programs, methods or other ideas) which might improve the accuracy and quality of student placement; Question 56 specifically encouraged respondents to identify the change they felt was most needed and why (see Appendix A for the actual questions).

Not all persons interviewed gave answers to these two questions. Seventy percent of the respondents in the low concentration areas answered one or both of these questions, as did eighty-three percent of the respondents in the medium and 74 percent of the respondents in the high concentration areas. Although the two questions are different, the respondents often combined their answers. It was therefore decided to carry out a single analysis of both questions.

Responses were categorized and grouped in the same manner as for Question 54. This yielded Table 64.

The first response to be examined, that new Canadians must bring documents, is a direct solution to one of the problems identified in Question 54, namely that immigrants often do not bring educational documents with them. But a concern often expressed was

Table 64

SUGGESTED SOLUTIONS TO THE
PROBLEMS OF PLACING NEW CANADIAN STUDENTS

Suggested Solution	Percent of Group Response			Percent of Total Response
	Concentration of Ethnic Population			
	Low	Medium	High	
Require Documents	10	9	12	10
Reception/Immersion Classes	7	12	18	12
Ethnic Staff	2	2	3	4
Community Liaison	8	7	5	6
Curriculum-have ethnic content	4	3	-	2
Promote Racial Harmony	1	4	-	2
Sensitize Staff	14	17	14	15
Assimilation	2	5	21	9
ESL/D Classes	17	15	9	13
Lower Pupil/Teacher Ratio	24	17	8	16
Better Tests	7	4	4	5
Up-grade Ages 11-15	-	2	-	-
Central Assessment Team	-	3	6	3
Integration	1	-	-	-
More Money from Government for Special Services	3	-	-	1
Totals	100	100	100	100

that if documents are presented, so little is known about the educational systems of other countries that they are relatively useless (see equating documents in Table 63). Several respondents declared that the number of years in school was often the most relevant information and could be obtained simply by asking the student or parent, but again this information is only meaningful if the interviewer is familiar with the other educational system. Respondents were in fact asking for a systematized method of transferring information for schools within the province, within Canada and from countries abroad. Several respondents made the specific suggestion that the federal government make such documents a requirement for immigration to Canada.

Also included in this answer were the suggestions that the federal government give parents more realistic data about Canada. Specifically they mentioned;

- Parents should be told that kids here have to go to schools until they are 16.

- Students have unrealistic expectations of the "golden streets" of Canada.

- Parents are often totally unfamiliar with the educational system here.

- Parents don't always know their rights, or are not aware of agencies in the community available to them.

Reception classes were identified as another solution to the placement problem. On the whole respondents seemed to be torn between recommending special reception facilities, which by their very

nature segregates the immigrant student from the general school population and thereby introduces all those problems usually associated with segregation; and recommending that the student be left in the general population to receive whatever assistance is available in the system, and thus somehow learn to cope with this new language and school system. Those boards with a reception centre available often recommended regular school placement, with as much resource staff as possible.

When the interview schedule was designed it was not intended as a survey of attitudes, but when some of the answers to items 55 and 56 are grouped as below the existence of certain attitudes can be examined.

Suggested Solution	Percent of Group Response		
	Concentration of Ethnic Population		
	Low	Medium	High
Community Liaison	8	7	5
Curriculum include ethnic material	4	3	-
Ethnic Staff	2	2	3
Promote Racial Harmony	1	4	-
Sensitize Staff	14	17	14
Total	29	33	22

These data were grouped together since they imply a willingness on the part of educators to examine and accept multiculturalism

rather than aim at assimilation into the majority group.

These five solutions seem to indicate that the respondents from the areas of medium ethnic concentration have enough immigrant students that they are beginning to see the need to provide extra services and training for their teachers and students which were not required a few years ago with a more homogeneous population.

The idea of "sensitizing staff" was taken to mean - make teachers aware of the background of the immigrant student, inform them of the range of difficulties faced by immigrants, and assist teachers to deal with the differences in a constructive way. Some respondents maintained that the Bachelor of Education curriculum should have training of this nature as a core program. One respondent included the sensitization of board members, administrators and principals as well as teachers.

Community liaison refers to a resource person hired by the board, perhaps of ethnic origin, or at least able to communicate with the majority of immigrants in their native tongue, whose responsibility was seen as liaison between home and school and the two cultures. Some respondents suggested that this person should also be familiar with community agencies who would be of assistance to the immigrant.

Ethnic staff included teacher's aides as well as teachers, psychologists and counsellors.

The entry for "assimilation" in Table 64 shows a contrasting attitudinal response. Responses in this category included one or more of the following statements:

- Have a holding centre.
- Culturalize new immigrants.
- Have a crash course in the Canadian way of life.
- Give them one year to adjust to Ontario culture.
- Have a cultural school for reorientation and testing.
- The federal government should give English culturalization to immigrants at pre-school level.
- Immigration should screen carefully.
- Immersion classes to gain high quality English.
- They want to come, therefore it would seem in most cases that they would wish to involve themselves in the new environment as soon as possible.

There is a general feeling running through these responses that immigrants are to adopt the Canadian way of life as quickly as possible. Several respondents did allow a time of one year, during which time the immigrant was to learn the new language and become accustomed to Canadian life.

The remaining responses in Table 64 are relatively self-explanatory. Respondents who mentioned "better tests" included solutions such as a) ethnic norms, b) culture free tests, and c) testing in the mother tongue. Lower pupil-teacher ratio was a suggestion which included more resource staff, more teachers, more guidance counsellors, more special education classes, and more special education teachers. This type of response can be summarized as increase all the resources in order to solve the problem.

Those responses which were recorded for questions 55 and 56

but which did not occur with significant frequency to show whole number percentages in the tables have been listed in Appendix D.

VIII. Evaluation of the Interviews

The interview proper ended with question 56. However, in order to assess the merits and demerits of the interview schedule and the study itself, respondents were asked for their views of the questions. The first of two actual queries was: Were the interview questions appropriate? If not, what should we change? (Question 57).

A majority of boards (24) said the questions were inappropriate, while less than 50 percent of the schools (104) indicated this response. It was clear that the Metro boards felt that they were in fact appropriate (only 1 dissented) so that the main concern came from outside Metro where the problems of new Canadians entering the school system are in general much less acute.

When asked what should be changed relative to the interview questions, the level of specific responses dropped considerably. Respondents focused most on saying that the questions were too global, ambiguous and repetitive, with 8 boards and 51 schools recording this impression (21 percent of all respondents). The next most frequent concern was the classification of students by origin which 4 board and 33 school interviewees found offensive (13.5 percent of all respondents). Other comments of note included: (i) questions were inappropriate for all types of schools (8 percent), (ii) were irrelevant for schools outside Metro Toronto (4 percent), (iii) were too rigid.

When posed the more general query: What factors have we over-

looked and how may the study of such issues be approached? (question 58) the percentage giving responses was about 60 percent with quite a variety of answers. The most frequent factors mentioned as being overlooked were: (i) social and cultural issues (i.e. the ethnic background of the students) (13 percent), (ii) family and community involvement in the schools (9 percent), (iii) adjustment problems of new Canadian students (7.2 percent), (iv) the human element - the fact that the actual process of placement is very personal (7 percent), (v) parental and teacher attitudes and values (5 percent). Generally these comments relate to the wider environmental and cultural problems which surround and permeate the whole process of taking new students of ethnic backgrounds into the setting of Canadian schools and society and seem to suggest a concern that this deeper dimension be given due emphasis.

IX. Post Interview Procedure

Immediately after each interview, the interviewer was first asked to do some housekeeping and then to write down impressions and comments on the interview.

An attempt was made to analyze these comments and impressions. The responses seemed to fall into four groups and to focus on (i) irrelevancy of the questions, (ii) weaknesses of the instrument, (iii) inability of the interviewee to provide answers to some questions, (iv) attitude of the interviewee as perceived by the interviewer. A total of 114 reactions or observations belonging to one of the first three groups were found, with 50 the highest relating

to the perceived deficiencies of the interview schedule such as its length, ambiguity and categorization of students.

The vast majority of 184 observations regarding the attitudes of respondents indicated their willingness and sincerity to assist with the gathering of information, and only in a minority of cases (about 15 percent) did interviewers suggest that the respondents seemed to be cautious or suspicious of the study.

5 Document Analysis

The thirty-four boards participating in this study were asked to provide documents concerning the policy of each board with respect to its procedures for the placement, testing, counselling and programming for students transferring into the system. In response, 24 (70.6 percent) of these boards replied and a total of 130 documents were received. A summary of the number and type of the documents is given in Table 65.

In keeping with the objectives of the study as a whole, one of the main purposes of examining the documents was to ascertain whether boards had articulated policies relative to the accommodation of new students, especially the specific groups of new Canadian students who were the central focus of this study, namely, West Indians, East Indians and Portuguese. Accordingly the main questions which guided the analysis of the documents were as follows:

1. Is there a clear statement of policy relative to the placement, testing and counselling of students?
2. Does the policy make any specific reference to new Canadian students?
3. If so, are such students identifiable by group membership or ethnicity?

Table 65

DISTRIBUTION OF SCHOOL BOARDS
BY NUMBER AND TYPE OF DOCUMENTS RECEIVED

No. of Boards	Total No. of Documents	Main Emphasis by Procedures				No. of Documents by Aspects of Study Covered					
		Policy	Testing	Receipt	Placement	Placement		Special Programs	Testing and Assess.	Couns. and Guidance	Other
						Initial	Follow-up				
Metro	85	6	6	4	4	4	3	6	5	5	27
Non-Metro	45	9	4	3	6	3	2	12	8	6	20
Public	120	11	7	5	7	6	5	14	11	9	36
Separate	10	4	3	2	3	1	0	4	2	2	11
TOTALS	130	15	10	7	10	7	5	18	13	11	47

4. Are the procedures for the placement, testing, counselling and programming specific to new Canadian students?

5. If so, are such procedures specific for any particular group of new Canadians?

6. Are there identifiable factors which differentiate between school boards that have specific procedures and practices relative to new Canadian students and those that do not?

I. Policy Statements

There were 15 school boards which submitted documents containing what appear to be statements of policy on education. All such statements were made with reference to Special Education programs and/or the Special Services Branch of such departments.

These statements of purpose tend to be expressed in rather general terms such as: a) to provide a "learning atmosphere" which would ensure the "kind and quality education" required for "social and academic competence" and "citizenship"; b) to ensure equal educational opportunity for all, including the "gifted, normal, or handicapped" so that each may have the "maximum opportunity of successful school experiences"; c) to utilize every resource both human and material to meet the need of the child; d) to realize the objective that "special education students should be integrated into the regular school program as completely as possible according to the individual's needs" and "in order to meet this challenging task" to establish several different types of school and a variety of programs tailored to suit the need and capabilities of each student.

Accordingly, along with these statements of purpose, a wide range of program offerings were described. These are shown in Table 66.

II. Definition and Distribution of Immigrant Students

Statistics provided by the school boards describing the immigrant student population in the systems were somewhat limited and varied in the details given. Table 67 indicates the number of school boards which responded.

As the table shows, approximately 26.5 percent (8) of the survey sample sent in documents which supplied some amount of statistical information. The type of information which could be gleaned from these data varied considerably both in terms of the designation of the population under consideration (immigrant students) and the type of data provided (number of students, language spoken, program enrollment).

For example, when listing immigrant student populations, documents made available to the Research Team used a number of different criteria: country or region of birth or origin (self or father), mother tongue, ESL/D classes or linguistic needs, length of time in Canada, and program enrollment.

Since the categories are quite varied it is difficult to make any meaningful comparison by numbers. However some information has been presented that describes the new Canadian student according to language spoken. Thus, immigrant students were identified and categorized according to linguistic needs as follows:

Table 66

SPECIAL EDUCATION PROGRAMS REPORTED
BY SCHOOL BOARDS SUPPLYING DOCUMENTS

162

TYPE OF PROGRAM	NO. OF PROGRAMS
1. Behavioral Exceptionalities	
Autistic	1
Emotionally Disturbed	1
The Slow Learner	1
Elementary Special Education	1
Secondary Special Education	1
TOTAL	5
2. Communication Exceptionalities	
The Pre-School Deaf	2
The School Age Hard of Hearing	4
Deaf	3
Hearing Impaired/Handicapped	7
The Speech Impaired	4
Learning Disability	3
Speech and Language	2
Speech Correction	5
Perceptual	11
Special Learning Disabilities	11
Learning Disabilities	11
Primary Language Development	2
Language Development ESL	17
Compensatory Education	1
Home Instruction	3
Home Bound	
TOTAL	86
3. Intellectual Exceptionalities	
Retarded	2
Trainable Retarded	7
The Academic Retarded	1
The Gifted/Talented	4
Enrichment	
Primary Opportunity	8
Junior Opportunity	6
Intermediate Opportunity	6
Vocational Schools	1
Occupational Schools	1
The Slow Learner	1
TOTAL	34
4. Physical Exceptionalities	
Blind and Limited Vision	5
Limited Vision	1
Severe Visual Handicapped	1
Visually Impaired	6
Handicapped	1
Physically Impaired	
Developmental Handicapped	
TOTAL	14
5. Multi-Handicapped	
Multiple Handicapped	1
TOTAL	1
6. Other	15
TOTAL	15

Table 67
SCHOOL BOARDS SUPPLYING DOCUMENTS
WITH POPULATION STATISTICS

Level of Ethnic Concentration	No. Reporting	% of Group Reporting
High	3	75
Medium	3	33.3
Low	2	14.2
Total	8	26.5

1. a) First language not English. In English as a Second Language (ESL) classes 3 years or less;
- b) First language not English. Have been enrolled in English language programs for three years or more and continue to show deficits in reading and writing;
- c) First language a dialect of English. Skills in reading and writing are not adequate for age/grade placement;
- d) In Grades JK-1, speaking a language other than that used in classroom instruction, and who fall into one or other of these groups: (i) born outside of Canada, (ii) born in Canada of immigrant parents, (iii) have little or no fluency in English.
2. a) Students born in Canada whose first language is English;
- b) Students born in Canada whose first language is not

English or who are bilingual (in English and another language);

c) Students not born in Canada whose first language is English;

d) Students not born in Canada whose first language is English or who are bilingual in English and another language;

e) The program need is recognized but not stated in specific terms - as shown in statements such as: "The children of immigrant and lower socioeconomic families and those with communication disorders will require specialized programming and support."

While many of the documents provided were rich in details, since these details were meaningful only in relation to the needs of each school board presenting the information, it was not possible to get an overall picture of those who comprise the immigrant student population in Ontario. The categorization schemes used differ in details and as a consequence the variables on which comparisons might be made are not uniform throughout.

The numbers which were available, however, show that the pattern of enrollment of immigrant students paralleled that of the pattern of distribution and settlement presented in immigration statistics. Approximately 60 percent of all immigrants arriving in Canada remain in Ontario and of this number approximately 60 percent settle in Metropolitan Toronto. The figures given in Table 68 reflect this imbalance

Table 68
BOARDS REPORTING DISTRIBUTION
OF IMMIGRANT STUDENTS

METRO		NON-METRO	
Boards	Number	Boards	Number
A	91,915	F	300
B	10,768	G	621
C	16,649	H	263
D	10,756		
E	2,854		
TOTAL	132,942		1,184

* These figures are merely illustrative of the imbalance between Metro and Non-Metro School Boards with respect to the concentration of immigrant students.

between the Metro and non-Metro school boards. An aggregate of the numbers of immigrant students enrolled by school boards in Metro Toronto and those outside Metro Toronto provides a comparison of the level of concentration of immigrant students. In the absence of further evidence it is not possible to present a more precise picture of the number of immigrant students in each of the school boards.

However, the statistics supplied by two of the Metro school boards are of particular interest. In the first instance the statistical summaries provided were complete in details as to the following: (a) immigrant population by school, (b) length of time in Canada, (c) country of birth, (d) language in the home, and (e) distribution into all the different types of language classes. This was the most complete information given in any one document. In the second instance, the 1975 Every Student Survey of the Toronto Board of Education requires special mention. It represents the most detailed and comprehensive accounting of the students in general in any of the systems in the sample and it provides a wealth of information on the immigrant student population. Given are such details as: (a) student background, (b) program placement, (c) parent occupation and language achievement, (d) immigrant status, and (e) special education and the placement of new Canadians. (The Toronto Board Every Student Survey, nos. 138, 139, 140, 141.)

III. Reception and Placement of Students in Special Programs

With the exception of four of the Metropolitan Toronto school boards where the procedures tend to be quite distinctive, it would appear from the documents received that the reception and placement

of new Canadian students fall under the jurisdiction of Special Education. Table 69 provides a broad profile of the seventeen school boards which reported on reception, placement and program procedures.

The remainder of this section deals with the Special Education approach, while section IV deals with the model developed in the Four Metro boards.

Table 69
DISTRIBUTION OF SCHOOL BOARDS REPORTING ESL CLASSES

Group of Boards	Number of Boards Responding	% of Group
Metro	6	85.7
Non-Metro	11	25.4
Public	13	61.9
Separate	4	30.8
TOTALS	17	50.0

A variety of models for the reception and placement of students with special learning needs have been observed. These include:

- a) A Program Placement and Review Committee set up to deal with referral, assessment, placement and follow-up. The number and categories of persons on such committees vary among different

boards which follow this procedure. In some cases the committee falls under the jurisdiction of: (i) the guidance department, (ii) psychological services, or (iii) personnel drawn from various levels of the system including the home school principal, assessment and remediation teacher, program representative, or the coordinator of student services.

b) School Team - this is seen as an "in-school diagnostic-prescriptive team" who review all needs of students before referral and then make referral to the assessment team. The assessment team may include all personnel involved in assessing and/or diagnosing the needs of individual students referred by the school principal.

c) Multidisciplinary approach to the assessment and/or development of programs for children whose needs cannot be met adequately within regular school programs. The composition of such a multidisciplinary team would include some or all of the following: (i) department of special education, (ii) psychological services, (iii) guidance services, (iv) adjustment services, (v) other such services. The team would consult with school personnel, with parents and/or agencies which may be involved.

d) Reception and placement results from the action of a number of individuals acting at different stages in the reception and placement process. Such individuals and stages would include: (i) diagnosis by classroom teacher followed by a parent interview, (ii) consultation with resource personnel, (iii) referral by principal, parent and/or teacher, (iv) diagnosis with assessment, (v) case conferences, (vi) recommendation for placement, and (vii) follow-up and review.

Students referred under one or the other of the models described above may fall into one of the main groups identified for special education placement. These groups are:

- Behaviour Exceptionalities (emotional disturbance, social maladjustment);
- Communication Exceptionalities (hearing impairment, learning disabilities - perceptual handicapped, neurological impairment, etc., speech and language disorder);
- Intellectual Exceptionalities (gifted or talented, educable, trainable);
- Physical Exceptionalities (limited vision, orthopaedic and other physical handicaps);
- Multi-Handicapped (any combination of the foregoing)*.

The number and types of programs listed in Table 66 reflect this variation in Special Education programs.

In the case of those school boards in which the reception and placement of new Canadian students were included as Special Education, these students were classified as such because it appeared that they could not benefit from instruction in regular classes and their primary need was for ESL programming. Students in this category appear to fall into two groups: (a) Those whose range of abilities were similar to children in the regular classroom. In such cases referrals were made by the home school principal in consultation with classroom teachers, itinerant remedial teachers, reading specialists

*Ministry of Education, Ontario. Education of Exceptional Children.

and other resource personnel. The program emphasis for such students tended to be on oral language acquisition, phonics, spelling, reading and writing skills and orientation to Canadian culture.

And (b) Students identified as being either "linguistically" or "intellectually" handicapped. Such children were variously referred to as being "handicapped in the use of English", "developmentally handicapped", "educationally retarded" by virtue of coming from a background where English is not the first language, or where the English "is not sufficiently developed to be comparable to newcomers to Canada".

It would appear that in those instances where no distinctive English as a Second Language classes are available, or where the number of these classes are inadequate, new Canadian students as described above are identified and fitted into an expanded version of the Intellectual Exceptionalities category. The data suggest that such students tend to be accommodated in programs such as remedial and opportunity classes, and in basic level programs of the vocational and occupational type.

The reception, assessment, and placement procedure for such students are therefore similar to that used for students in Special Education classes in some school systems.

IV. Programs Specifically Related to Immigrant Students

Four of the Boards of Education in Metropolitan Toronto provided documents which described procedures for the reception, orientation, assessment and placement of new Canadian students. The rationale for the separate treatment of new Canadian students reflected concern arising out of perceived changes within the school system. The main considerations appeared to be as follows:

(a) Recognition of the "increasing number of immigrant children in the schools" (Board of Education, Scarborough. "Meeting the Needs of Scarborough Immigrant Students", 1977).

(b) The fact that the vast majority of children come from non-Anglo-Canadian cultures. In many cases "English is not the first language" (Board of Education for the City of Toronto. "Report of the Work Group on Multicultural Programs", 1976).

(c) Recognition of the multicultural nature of Canadian society given that "even if all immigration were to cease today the nature of Canadian society would continue to change as children of culturally diverse parents continue to be born in this society" (Ministry of Education, Ontario. "Multiculturalism in Action". Cited by Board of Education for the Borough of York, "Report of the Work Group on Multiculturalism", 1977).

(d) A concern that "the unrestrained assimilation of students with no reference or sensitivity to their diverse cultural background has an overwhelming, negative impact on the student in terms of self-esteem" (Board of Education for the Borough of North York. "Multiculturalism Task Force Report", 1977).

Of special concern were the joint factors of "equal education opportunities" and "the maintenance of personal identity and cultural integrity" (Board of Education for the City of Toronto, 1976). Specific problems associated with these concerns were:

(a) That many immigrant students experienced considerable pressure in the school system due to: (i) gaps in their educational background; (ii) the dilemmas of assessment, placement and programming in the absence of proper documentation of previous school experience; (iii) the unrealistic demand of age and grade placement according to Canadian standards.

(b) Parental expectations and contrasting perceptions, i.e. that their children are directed into programs which do not lend themselves to academically oriented futures.

(c) Inadequate articulation, between parents and school, of academic goals and expectations.

(d) The lack of alternatives in programming to meet particular requirements and expectations.

(e) The task of ensuring social and cultural adjustments.

With respect to these concerns, the contents of the documents presented indicate that the development of guidelines for the reception, orientation, assessment and placement of immigrant students represents only one aspect of a variety of educational and cultural activities aimed at the adjustment and progress of such students through the different educational systems.

a. Guidelines for the Reception, Orientation, Assessment and Placement of Immigrant Students

From the number of issues raised in the material presented for analysis, it would seem the substance of concern for the school board is the difficulty of measuring past achievements and identifying potential for future accomplishments in the absence of sound documentary evidence. Thus, it has been suggested that: "The main problem encountered by the school personnel in attempting to place immigrant students appropriately is the frequent mismatch between the student's age and his or her ability to do the work at that grade level. Frequently, either the handicap of an inadequate English or insufficient previous academic preparation militate against the student's placement with his or her peers" (Board of Education for the Borough of York. "Report on Multiculturalism", 1977, p.35).

Table 70 shows the provisions made by the boards to deal with such difficulties. However, there is considerable variation between boards both in terms of the number and emphasis of provisions made.

Table 70
 CONTENT OF GUIDELINES OF THE RECEPTION, PLACEMENT
 AND PROGRAMMING OF NEW CANADIAN STUDENTS

Procedure in the Guideline	Number of Boards Following That Procedure
Reception Centers	2
Reception Classes	1
Translation/Interpreter Services	2
Registration procedure quite specific and detailed	3
Evaluation of documents regarding Ontario Grade Equivalent	2
Evaluation procedures	3
Evaluation instruments	3
Specific mention of time within which evaluation should be considered	3
Evaluation procedures modified	2
Reference to evaluation for specific immigrant groups	2
Procedure for referral	3
Orientation procedure and/or program	2
Placement-specific criteria	3
Consultation with parents	3
Programs	
- English As A Second Language (ESL)	4
- English As a Second Dialect (ESD)	4
- Educational Opportunities Deficiencies (EOD)	1

N = 4

b. A Composite Model of the Guidelines for the Reception, Orientation, Assessment and Placement of Immigrant Students

In order to have a clearer picture of procedures and practices for the reception, orientation, assessment and placement of immigrant students, a composite model derived from the information provided by the four school boards is given below. In so doing, the more specific detailed procedures will be included where these have been described in the documents presented.

1. Reception.

a) Continuous intake. The principle of continuous intake appears to be generally accepted as a procedure. By this procedure students arriving during the school year are accorded the same treatment as new students of compulsory age arriving at the beginning of the school year.

b) Reception classes or centers. The provision of reception centers, or classes within the home school is seen as a necessary stage in the process of the identification of student needs. These are considered temporary holding areas until assessment is done. Reception centers and classes appear to exist for students at both the elementary and secondary school ages. Such classes in the elementary school are "grade free" and "grade and level free" at the secondary school level, regardless of the specific physical location of the classes.

New students are put into the activities of the classes and encouraged to audit regular classes at the discretion of the ESL/D or regular classroom teacher.

c) Admission to regular grades. Where no provisions have been made for reception classes, immigrant students are admitted to regular classes in the home school according to age and/or grade, until assessed.

2. Registration

The purpose of the registration procedure is first, to provide the school with useful information necessary for an appropriate initial placement, and second, to establish contact with the home.

The persons who may become involved in the registration of the new students may include one or more of the following people: principal or vice-principal; ESL teacher and/or upgrading teacher; placement counsellor; guidance counsellor; classroom teacher; interpreter/translator.

The registration procedure may take the form of an interview with or without the presence of a parent or guardian, depending on the age of the student. The type of information gathered includes: personal data (name, address, date of birth, date of arrival and length of time in Canada, language spoken); family background (parents' date of arrival, place and date of birth, occupation, language spoken at home); siblings (place and date of birth, date of arrival, others in the home, urban or rural experience); educational background (school(s) attended, date and last grade, grades repeated/skipped, pattern of attendance, documents received by school); health (developmental history general, developmental history specific: vision, hearing, physical problems, limitations on activities); attitude/disposition (outgoing, friendly); specific interests and abilities outside school activities.

3. Evaluation of documents

In instances where the previous school documents are available at the time of registration the "Ontario Grade Evaluation Sheet" is used. Where translation is required, students are referred to the translation department of the Ministry of Education. If "interpretation" of a more informal nature is required the services of such persons as the School Placement Officer/Cultural Development Officer/Liaison Officer/Consultant in Reading/ ESL/Immigrant Education or Supervisor of the Education Evaluation Center may be requested.

4. Assessment without documents

a) Language - the assessment procedures tend to be modified with respect to whether the student is English speaking, English dialect speaking or non-English speaking.

b) Background experience - difference in age, background of urban or rural living, type of school attended, length of time in school and interests and experience outside the school are considered as relevant to the analysis of achievement and potential.

c) Academic experience - the diagnosis of academic strengths and weaknesses is based upon assessments of the student's ability to read and write in English and the student's grasp of the content of subject matter in the core areas such as science, geography, and social studies.

d) Agency or institution report - any information available from recognized professional groups or community agencies such as psychologists, hospitals, social workers, is channelled to the school principal through appropriate professional staff of the student services department.

e) Testing - essentially achievement testing, is done using standardized or teacher-made tests: tests focus upon computational skills, reading comprehension, mathematics and spelling. The administration of tests is done by personnel in student services, curriculum and/or program department placement officer. Formal testing may follow from referral if initial placement proves unsatisfactory. Modification to the test may take the form of verbal interpretation of symbols and signs. Strong caution is advised in the use of intelligence tests in the first two years after arrival.

English as a Second Dialect students. Particular concern has been expressed relative to the placement of students who speak a dialect of English but whose background is limited in crucial areas of literacy or mathematics. It is felt that the assessment of these students involves mapping out those areas or skill deficiencies that need special attention so that the student may participate in regular programs.

Achievement testing of such students include using standardized and teacher-made tests. The general view is that intelligence testing should be done with great caution during the first months as even the so-called culture-free measures are not beyond criticism.

f) Non-English speaking students and educational opportunities deficient students. The emphasis is placed on the explanation of the assessment and placement process to them and their parents. The services of bilingual and bicultural personnel familiar with the educational system of the students' country of origin is advocated in interpreting and advising on placement procedures. Achievement and

ability tests are not recommended for use.

5. Other assessment techniques

Other techniques used in the evaluation of students without documents are: biographical notes; systematic observation followed by anecdotal reports; check lists; tape recordings of comments and analysis of written reports from other teachers with whom the student has had contact.

6. Initial Placement

Decisions about placement are based on the integration of information from all the available sources such as registration data, formal or informal evaluation, observation, and student reports - verbal and/or written. The alternatives in practice are:

a) Placement with peers but with remedial support services when skills are one or two years behind.

b) Placement in a variety of support systems at this point such as limited ESL/D, partial withdrawal, tutoring, remedial classes for core subjects, upgrading/booster programs, use of programmed learning materials.

c) Placement in ESL/ESD classes on a full-time basis where language ability and academic skills are significantly different from that of the peer group.

d) Placement in lower grade when both academic skill and physical, social and emotional development appear to lag behind that of comparable age group.

e) Placement in basic level programs (vocational and occupational type schools) when intellectual functioning and level of achievement indicate inability to cope with regular program.

7. Orientation

Practices for the orientation of newcomers to the system vary from (a) individualized efforts being the responsibility of each principal; (b) program activities arranged by the guidance department supported by audio-visual material and other aids; to (c) interviews, tours and question and answer periods with students and parents.

The content of the orientation program appears to be varied and may include meeting personnel and gaining information about programs or it may involve the more elaborate outline presented below.

a) The School

- The physical facilities: layout of the building and the organization and use of various areas (classroom, library, gymnasium); identification and proper use of equipment in each space; rules that regulate the use of the above.

- Personnel: titles and functions; student access to personnel.

- School routine: timetable procedures and responsibilities.

- School program: expectation relative to reception and performance competencies.

- Social responsibilities: to peer group and adults, including classroom and extramural conduct.

Special services: health and guidance and the condition of access to each.

- Extra-curricular activities.
- Appearance and dress: observance of seasonable variations, appropriateness for different occasions.
- Evaluation: the system by which progress is judged.
- b) Living conditions and climate.
- c) Community Support Services.

Program implementation. Personnel responsible for the implementation of the orientation program may be from the guidance department, classroom teachers, ESL/D teachers or older students. Various periods of time from a few hours to two weeks have been recommended. Opportunities used to present the newcomer to the school include announcements over the public address system, bulletin board notices, organizing buddy systems and inviting parents to school for a few hours to learn its routine.

8. Referral and formal assessment

After the initial placement, (whether in reception classes or in regular grades), if the need arises for further assessment, referral may be made to one or other of the following: a central assessment team; special immigrant assessment team; psychological services; placement and review committee; other arrangements for assessment as described earlier in the section. The flow chart, (see Appendix) illustrates the point at which referral and formal assessment procedures would be instituted.

9. Placement and programming

The results of any formal assessment determine the type of placement which may be necessary. Where the needs are other than

academic, then the range of programs described under "Special Education" in the policy and practices section of this chapter would be available in any of the four systems which are being reviewed here.

10. Follow-up

Descriptions of the mechanism for the follow-up of students include: a) the length of time between review periods - six weeks, three months, six months, one year; b) personnel responsible - guidance counsellor, assessment team members, psychological services, school staff, resource personnel; c) outlines of how the information can be used to evaluate whether the placement was satisfactory and to monitor the adjustment and progress of the student.

V. English as a Second Language/Dialect (ESL/D) Programs

Of the 17 school boards which reported on English as a Second Language (ESL) or English as a Second Dialect (ESD) programs, five were from boards with a high concentration of immigrant students (20 percent or over), six were from those with a medium concentration (5-19 percent) and six were from those boards with low concentration, or less than 5 percent of the students enrolled. This distribution of programs can be seen in Table 71. However, while a half (17 out of 34) of all the school boards from which documents were received mentioned ESL/ESD programs, only 10 of these gave any detailed information about the extent and nature of these programs.

As well, 11 of these ESL/ESD programs were included as Special Education programs. The remaining 6 were presented as separate educational provisions.

1. Identification of ESL/ESD students in programs

Though practices employed in the identification of ESL/D students varied among the school boards, linguistic differences,

Table 71
 ENGLISH AS A SECOND LANGUAGE PROGRAM
 REPORTED BY SCHOOL BOARDS

Level of Ethnic Concentration	No. Reporting	% of Group
High	4	100
Medium	7	77.7
Low	6	29
Total	17	50

place of birth and mother tongue were the most frequently used descriptions. Some examples will serve to illustrate. A new Canadian was:

- a) any student who is unable to function successfully in the regular program because of an interfering language, dialect, or culture;
- b) new students whose native tongue is not English;
- c) students who cannot benefit from instruction in regular classes;
- d) students who recently immigrated to Canada from countries which are not English-speaking;
- e) students who are newcomers to Canada, a group needing help.

The programs were accordingly designed as:

- a) classes primarily to help Canadian pupils with English language problems;

- b) classes for new Canadians 9 - 15 years;
- c) English classes to immigrants 9 years and over;
- d) classes for those students whose native language is not considered to be standard Canadian English and who need special assistance in developing communication skills in standard English in order to follow the regular school program;
- e) classes for new Canadians whose native tongue is neither an English dialect nor another language, but who experience serious difficulties of a perceptual, physical, emotional, social or behavioural nature.

Program Aims

The expressed purposes of the ESL/D program, as outlined in the documents, were mainly to enable the students to gain linguistic competence, improve academic performance and to facilitate social and cultural adjustment. More specifically the statements of purpose included the following:

- a) to facilitate integration into regular classes;
- b) to provide special assistance to children newly arrived in Canada in learning English;
- c) to ensure rapid and successful integration into the regular school program;
- d) to design activities planned to help the students become familiar with the community and Canadian customs;
- e) to allow for greater social interaction as well as more intensive language study as the student achieves competence in listening, speaking, reading and writing in English.

3. Program Emphasis

The main emphases in terms of program content appear to be on a) oral language acquisition, phonics, spelling, reading, writing skills; and b) orientation to Canadian culture. The objectives focused on academic progress, namely: to develop literacy skills; to provide and arrange for upgrading of students who arrive with identifiable needs; to improve facility with English, where this is very limited or non-existent; to improve reading, spelling and mathematics; to integrate the student into the school program.

There are also those objectives directed at social and cultural integration, namely: to promote confidence in the students in their new surroundings; to help students develop relationships with the class and the school; to provide knowledge of the school, the community, the city and the country; to preserve pride in the students' culture; to promote awareness and acceptance of immigrant students among staff and students.

4. Program Models

The models used by each school board in designing ESL/D programs appear to be quite varied. The following patterns were observed:

- a) ESL/D programs in centers for new Canadians;
- b) Students referred to special classes;
- c) Students placed in reception classes;
- d) ESL and ESD offered as separate programs;
- e) Partially integrated instructional models;
- f) Partial withdrawal-children are withdrawn from regular classes for varying periods up to half time;

- g) Tutorial type programs;
- h) Immigrant Service Teacher - performs a liaison function, i.e. working with classroom teachers on behalf of new students, responding as needs arise;
- i) Interpreter service;
- j) Emergency inventory list;
- k) Booster programs, academic upgrading, skills building in the area of the core subjects on a partial withdrawal basis;
- l) After-school upgrading. Skills building in the areas of language, arts and mathematics.

The English as a Second Dialect (ESD) program is designed as a transition program for English-speaking immigrants. The intent of the instruction is to supplement curriculum offerings in regular classes. ESD classes generally function for half a day outside regular classes. The program as a whole extends over a six to ten month period.

With respect to model e), "partially integrated instructional models", the role of the ESL teacher is significant. The ESL teacher functions as a special language teacher/consultant, "assisting the classroom teacher to modify and adjust the academic program to meet the needs of students".

A variation of this practice was also noted. Where children are unable to attend the language learning center, they are visited in their home school and given special instruction within regular class settings.

A summary of the types of programs and the number of school boards responding is given in Table 72.

Table 72
SUMMARY OF PROGRAMS OFFERED
BY BOARDS OF EDUCATION

Types of Programs	No. of Boards
ESL/D Programs in centres for new Canadians	2
Students referred to special classes	1
Students placed in reception classes	1
ESL and ESD classes offered as separate programs	1
Partially integrated instructional models	2
Partial withdrawal for varying periods up to half time	6
Tutorial type programs	1
Immigrant Service Teacher liaising with classroom teacher	1
Interpreter service	2
Booster program, academic upgrading, and skills building in core subjects on a partial withdrawal basis	1
After-school upgrading skills building in the areas of language and mathematics	2

5. Framework for the Implementation of ESL/D Programs

As the range of program offerings shows, there is considerable variation in the way in which English as a Second Language/Dialect programs are structured. The length of time spent in each program appears to vary considerably. The rationale for placement in a particular program design is not given. In one instance the emphasis was on the relationship between the time frame and student progress, namely: "after one term he should have started speaking some English, after one year he should be conversant in English at a functional level. After two years he should be able to compete academically with his peers".

Other statements point to the need to "keep academic expectations to a minimum" and to "give narrative grades in the first year" until the student "is able to earn regular grades".

It would appear that there is a great deal of experimentation going on in all Boards of Education in both the areas of program design and program placement. Each school board appears to interpret the needs of these students differently. Accordingly, differences in methods and approaches vary with different perceptions of needs.

An overview of these efforts suggests that there is much activity in the area of second language learning. However, with the exception of one board, it would be difficult to construct a comprehensive model of procedures from the information supplied. A beginning ESL/D teacher, for example, could gain a number of ideas about a program, but the documents still leave a number of important questions - such as class size and program content - unanswered.

VI. Testing

Table 73 gives the distribution of the boards presenting information about testing procedures. As the table shows, six public school boards within Metropolitan Toronto and five of those outside of Metro gave information relative to practices and procedures. However most of this information described procedures related to the assessment and placement of students who have special learning needs (special education students), for whom special programs are considered necessary.

Table 73
DISTRIBUTION OF BOARDS OF EDUCATION WITH
SPECIFIC REFERENCE TO TESTING PROCEDURES

Group of Boards	Number Making Specific Reference to Testing	% of Group
Metro	6	85.7
Non-Metro	5	18.5
Public	8	38.1
Separate	3	23.1
Totals	11	32.4

Information relative to the placement of new students was provided by one school board. There is, however, no indication that this is with reference to students transferring into the system from outside of Canada. Data gathered from formal assessment in the areas of reading, spelling and mathematics are integrated with background information from the previous school. The latter includes academic progress reports, OSR information, an assessment of work habits and additional information pertaining to the student's home background.

Table 74 gives a summary of the standardized tests which were reported in the documents provided and the frequency of mention.

Of the four Metro school boards which presented information about placement procedures specific to new Canadian students, two reported on the types of instruments used in ability testing. These were as follows:

Table 74
TEST INSTRUMENTS LISTED
BY SCHOOL BOARDS REPORTING

Title of Test	Grades and/ or Use	Frequency of Mention
Metropolitan Reading Test	1	2
Metropolitan Achievement Test, Primary I	2	2
Metropolitan Achievement Test, Primary II	3	4
Henmon-Nelson Test of Mental Ability	3, 6	2
Canadian Test of Basic Skills - Language Arts and Mathematics	4, 6, 8	3
Canadian Test of Basic Skills - M1, M2	2-6	1
Canadian Test of Basic Skills - Complete Battery	5, 7	1
Canadian Test of Basic Skills - Language Arts and Mathematics	No grade given	1
Otis-Lennon Group Test	Referral for enrichment classes (IQ about 130)	1
Wechsler Intelligence Scale for Children	Referral for enrichment classes	1
Wechsler Intelligence Scale for Children Revised	Admission to Voc. Sch. (IQ 75-100; 50-70)	1
Stanford-Binet - Word Recognition	No grade given	1
Gates-MacGinitie Readiness Test	K-2	2
Gates-MacGinitie Reading Achievement	2-6	
Gates-MacGinitie Reading Survey	No grade given	
Mastery Test 1K - Alphabet	K-2	1
Skills Mastery Test	2-6	1
Edmonton Spelling Scale	2-6	1
Flash Back of Basic No Fact	2-6	1

...continued

(page 2 of 2)

Canadian Cognitive Ability Test - Primary I	2, 3	
Canadian Cognitive Ability Test - Primary II	3	
Canadian Lorge Thorndike Intelligence Test Level A and B	5	
Canadian Lorge Thorndike Intelligence Test Level C	5	
Canadian Lorge Thorndike Intelligence Test Level C and D	7	
Wide Range Achievement Test	No grade given	2
Pope Inventory of Basic Reading Skills	No grade given	
Kottmeyer Diagnostic Test Spelling	No grade given	
Criterion Test of Basic Skills	No grade given	
Peabody Individual Aptitude Test - Math, Reading, Recognition	No grade given	2
Peabody Individual Achievement Spelling	No grade given	
Nelson's Individual Monitoring System	No grade given	1
Nelson Reading Math Test Battery	No grade given	
Monroe Sherman Group Diagnostic - Reading and Aptitude Test	No grade given	2
Monroe-Sherman Group Diagnostic - Arithmetic Computation	No grade given	
Monroe-Sherman - Paragraph Understanding	No grade given	
Teacher Evaluation Testing Procedures (teacher-made tests) a) Reading	1-7	6
b) Math		4

- a) Monroe Sherman (group diagnostic reading and aptitude test; paragraph understanding; arithmetic computation).
- b) Peabody Individual Aptitude Test - PIAT (mathematics; reading recognition).
- c) Wide Range Achievement Test - WRAT (computational skills; word recognition and spelling).
- d) Gates-McGinitie - elementary level (reading comprehension).
- e) Gates-McGinitie Reading Survey - secondary level.
- f) Nelson Individual Monitoring System (mathematics).

Both e) and f) were used "for students who need a more extended evaluation and upgrading process" (Board of Education for the City of Toronto. "Standard Procedure #34. Assessment, Placement, Reception and Orientation of Students", p.17).

Modification to Testing Procedure

Comments on the use of these instruments were given with particular reference to the Monroe Sherman mathematics sub-test. It has been suggested that when this sub-test is "used in conjunction with the informal assessment employed by remedial or reception classroom teachers" a "fairly accurate estimate of the student's strengths as well as weaknesses" can be obtained (Gordon, L., The Assessment and Placement of West Indian Students. Board of Education for the Borough of York, 1977).

In one board, modifications to test procedures are made where the students involved are West Indian immigrants. The modifications are relatively minor but they are considered essential in order to ensure optimal performance on the test. Details of these modifications may be found in Appendix C.

VII. Issues and Concerns Relative to the Reception, Assessment and Placement of New Canadian Students in the Educational System

a. Testing

The use of standardized tests for the screening and placement of immigrant students has been a most controversial issue. Boards that have addressed the question of the placement of immigrant students have also registered their concern. Common statements of such concerns found in the documents being reviewed include "the use of formal testing instruments to diagnose student weakness or handicap should be avoided since linguistic or cultural factors will significantly influence the results". One report had this to say: "The inclusion of immigrant students in grade or school-wide group tests of academic ability was to their disadvantage since both linguistic and cultural factors would render the results of such tests meaningless and further that the recording of such results in the students' record would influence adversely the students' future academic progress" (Board of Education for the Borough of York. Report of the Work Group on Multiculturalism, 1977, p.36).

The time period during which the testing is done is also considered crucial. The prevailing view is that immigrant students should be excluded from mass testing during their first two years in the school system. It is suggested too that cultural background affects the performance in many areas tapped by psychometric tests and hence renders many instruments invalid (i.e. the instrument does not measure what it purports to measure when used with students

from a different cultural background than the original sample from which the norms were derived). Hence it is usually impossible to draw any conclusions about a student's intellectual ability or about any specific learning difficulty he/she may have within the first year (or longer) after his/her arrival (Board of Education for the Borough of North York. Recommended Guidelines for the Reception, Assessment and Placement of Immigrant Children whose Native Language is Other Than English or a Dialect of English Other than Canadian, 1977, p.4).

It was suggested further that "...it should be understood that if testing is done too early, the results may reflect a cultural factor rather than intellectual potential. For that reason, standardized testing would be inappropriate for use with immigrant minority students, especially those who have more recently arrived from atypical environments" (Board of Education for the Borough of North York. Recommended Guidelines for the Reception, Assessment and Placement of Immigrant Children whose Native Language is Other Than English or a Dialect of English Other than Canadian, 1977, p.4).

b. Placement in Basic Programs

The placement of immigrant students in basic level programs has been linked to uncertainty about the assessment instruments and procedures used in the identification of achievement and ability potential. As well, inadequate language skill, social class position and problems of social and cultural adjustment were seen as factors which have compounded the problems of assessment and placement.

The results of research into these and other factors affecting the needs of immigrant students were discussed in the documents presented. In a study conducted by the Board of Education for the City of Toronto, both socioeconomic status and language spoken were factors which were found in association with program placement of students. For example, it was reported that "children who learned English as a Second Language but were born in Canada were most likely to be in five-year programs (and not in special vocational or two-year programs) whereas the children who learned English as a Second Language but who were born outside Canada were the least likely to be in five-year programs" (Board of Education for the City of Toronto. "The Bias of Culture". An Issue Paper on Multiculturalism, 1974, p.11).

The results of the study also showed that 20.9 percent of the students who were foreign born and for whom English was not their native tongue went into Levels I, II and III schools (vocational and 2-year programs). In contrast only 8.4 percent of second generation new Canadian students were in Levels I, II and III schools.

With reference to West Indian students the results of research studies also indicate that 23.9 percent of this particular group of students were either in "special vocational programs (vocational schools) or 2-year programs (e.g. in-service occupational secondary schools)" (Board of Education for the City of Toronto. "The Bias of Culture". An Issue Paper on Multiculturalism, 1974, 1975, p.11).

Given that West Indian students were supposedly English-speaking and British in culture, the fact that almost one-quarter of them were placed in basic level programs raised questions about

the cause of these variations in student performance. The results of research into these observed differences suggested that contributing factors appear to be materials used, and organizational and procedural differences between West Indian and Canadian schools. The effect of these differences is that in the Canadian schools the students' academic progress has, in many instances, been hindered. For example, failure to participate in class discussion may be regarded as a lack of ability on the part of the student; deference to authority may be ascribed to impoliteness or dullness.

In a study of the "adaptive behaviour" of West Indians reported by one of the Metropolitan school boards, students who were characterized as coping were found to be strong in academic skills and the ability to work independently. It was felt that the identification of non-coping students had to be done carefully as such students were capable of faking competencies they did not possess rather than seeking the help of teachers. Length of time in Canada was not a factor in students learning to cope with the system since students who had been in Canada for two years or more were still encountering difficulty. Both coping and non-coping students were found to suffer from depression. Evidence of social isolation was also found to be a characteristic of both groups during the first six months after arrival.

VIII. Summary and Conclusion

In response to the request for written information describing board policy pertaining to the reception, assessment, placement and programming of students, 130 documents were received from 24 (70.5 percent) of the school boards which were surveyed.

15 school boards (44.1 percent) provided information which contained statements about their philosophy of education: good citizenship, optimal student performance and equal educational opportunity were among the most frequently mentioned objectives. All such pronouncements were made with reference to Special Education programs. The procedures for the reception, assessment, placement and programming for new Canadian students were described by 34 boards. However, statistical data was provided by only 25.3 percent (8) of the survey sample. In general, new Canadian students were categorized by country or region of birth, mother tongue, linguistic needs, and length of time in Canada; 11.8 percent (4 of the boards surveyed) had an identifiable and separate procedure for the reception, assessment and placement of new Canadian students; 50 percent (17) had English as a Second Language (ESL) and English as a Second Dialect (ESD) programs; 8.9 percent (3) provided summaries of research reports which identified some of the needs of a specific group, namely West Indians, or outlined requirements for a multicultural education program.

The most obvious differences between those school boards which make special provisions for the reception, assessment and placement of new Canadian students and those which do not, appear

to be related to the size of the population of newcomers within a given jurisdiction and the board's perception of newcomers' needs.

Changes in both the composition and the complexion of the classrooms (some schools have students from as many as 50 - 60 different ethnic groups, many of whom belong to visible minorities) have served to focus attention on the need for the system to respond. The Toronto Board of Education summarized the central thrust of these changes, namely, that the cultural base (of the school) had become incompatible with the cultural base of the society which supports its endeavours. Thus, in 1975 the Work Group on Multiculturalism found, among other things, that a) in the City of Toronto the vast majority of children came from non-Anglo-Canadian cultures and for more than half of these children, English was not the first language; b) the system had not been "oriented towards multiculturalism" in the past. As a consequence, there was the dual challenge of first providing "equal educational opportunities for all children" and second, to do so "without loss of the child's personal identity and cultural integrity" (Draft Report of the Workgroup on Multiculturalism. Board of Education for the City of Toronto, May, 1975). The report also emphasizes the fact that the educational system must not only adjust to change but must play a role in developing a true multicultural society.

The Draft Report of the Work Group on Multiculturalism was the first of a number of similar reports prepared by the Metropolitan Toronto school boards which addressed issues arising out of the need for an educational response to multiculturalism.

Thus in its Report of the Workgroup on Multiculturalism, 1977, the Board of Education for the Borough of York observed that:

...at the heart of multicultural education must exist distinct benefits in terms of actual learning experiences, to each child's unique cultural reality. The quality of such an education depends on the type of interaction that is encouraged and structured in the school's curricula and environment.

In a working paper entitled The Bias of Culture (an issue paper on Multiculturalism revised April, 1975), certain issues were identified as being of critical importance to the development of educational programs in a multicultural society:

- (a) The issue of Cultural Identity in both the children and adults of ethnic communities was outlined as: (i) the inherent competition for the child's cultural allegiance; (ii) the implications of language differences between the home and school; (iii) the impact of cultural differences on the child.
- (b) The issue of Streaming.
- (c) The school's Reception and Placement of new Canadian students.
- (d) The question of Ascription which shapes decisions as to the placement and subsequent school and life careers of immigrant children.
- (e) The issue of Teachers and School Principal's Perceptions of the new Canadian student.
- (f) The issue of Extra Anglo-Canadian ethnic groups' perceptions of the local school and, by extension, the school system.

2. Cultural Determinants of Curriculum

The Work Group on Multiculturalism identified the new Canadian student as "any student who is unable to function successfully in the regular program because of an interfering language, dialect or "culture". The recommendations arising out of their deliberations were for a comprehensive approach to education of the new Canadian student including the provisions of ESL/ESD classes, interpreter services, modification of curricula, teacher in-service training and the setting up of a school and community relations department.

Such provisions as have been made in response to the recognition of cultural diversity raise the question of why such provisions are not uniformly made throughout the province.

It is possible to speculate that both the rate and the extent of the change in the multicultural mix in a given area may influence the perceived need for provisions to deal with such changes. The rapid rate of change and the diversity introduced by the change in Toronto, for example, where a new 53 percent majority represents a conglomerate of some fifty non-Anglo minority groups (Draft Report, 1975, p. 5), are factors which help to focus attention on the need for that system to respond. This would seem to account for the fact that where procedures and programs specific to new Canadian students were reported, these were located in the Metropolitan Toronto area. However, even among this group of school boards there is relative unevenness in the provisions reported and the data suggest significant variation in their implementation.

The lack of information as to similar programs in other urban areas reporting in the survey must lead to the inference that such provisions are either not currently available or are not considered necessary for the future. Several conclusions might be drawn from these observations.

- A. Change is not occurring;
 - B. Where change is occurring, it is not regarded as a factor of significance in the educational process;
 - C. Change is recognized but there is either a lack of knowledge and resources or the will to deal adequately with them.
- Each of these points merits further examination.

A. Change is not occurring. As was observed earlier in this Report, the 1975 immigration statistics indicate that the majority of new Canadians settle in Ontario. Though the majority (approximately 60 percent) of this number remain in Metro Toronto, a sizeable proportion settle in other urban areas. It would seem, therefore, that forces of change would be evident, not only in Metro Toronto, but in other areas of the province. And, even if the impact of this change is not as great as it is in Toronto, it would seem that any attempt to provide quality education for children would require some recognition of needs (beyond English as a Second Language classes where these exist) which arise out of cultural differences.

B. Change is not regarded as a factor of significance to the educational system. In the absence of specific provisions that are addressed to the cultural diversity of the student

and community population, it must be assumed that changes in the composition and complexion of the student population are not regarded as a factor of significance to the educational system. From the analysis of the data it would seem that in such cases two situations may exist, namely, one in which there are no provisions for immigrant students, and the other in which the provisions are limited to English as a Second Language program. Accordingly, the reception, assessment and placement of such students appear to be included as part of the regular provisions for students needing Special Education.

However, in recent years the streaming of children into Special Education classes has aroused considerable concern among educators both in Canada and the United States. As a review of the literature shows, several studies indicate that ethnic minority groups are greatly over-represented in special classes, notably classes for the mentally retarded. This situation, it is suggested, arises out of the practices and procedures used within school systems, in particular, (a) the procedure for referral and special services; (b) the type of consultation given by psychologists; (c) the ignorance of teachers and other school personnel about the factors that influence learning among various social class and ethnic groups; (d) culturally biased test instruments and other factors related to assessment practices (Mercer, 1973).

Both the frequency of the referral rate for West Indian students and the number that was recommended for psychological testing (8 percent) were considered cause for alarm by one of the Metro Toronto school boards reporting in this survey.

A major part of the problem is that assessment practices often presuppose that test content and procedures which are specific to the mainstream majority are equally valid for the assessment of ethnic minority children.

In a paper entitled: "Language Testing and the West Indian Child", prepared in 1974 for the Toronto Board of Education, Grace Wright (Senior Chief Education Officer with the Ministry of Education, Jamaica, West Indies), examined a number of achievement tests which were in use in the Toronto school system. She argues that tests such as the Metropolitan Achievement Test and the Stanford Achievement Test contain a significant proportion of culturally different words.

"Although West Indian children have some exposure to maps, charts, tables and graphs before Grade 6, they will be at a decided disadvantage in this section of the MAT. Performance is more likely to be a measure of ability than a measure of achievement. In the SAT, which appears to be far more culture-bound, their performance will reflect familiarity, or lack thereof, with the culture" (Wright, 1975).

In addition, she suggests that special efforts should be made to ensure that the test taking conditions are conducive to optimum performance. "In his new Canadian environment, the child needs to be introduced to the format of an objective test; he needs to learn how to carry out test instructions and to handle the sheer bulk of reading required in objective testing, before he or she can perform adequately on these tests (Wright, 1975).

The impact of labels is also a significant consideration. Jones (1972) points out the "negative effect of various labels on the minority child" and suggests that special education labels are stigmatizing, negatively affecting children's self concepts and doubly penalizing minority group children who are already discriminated against in other areas by virtue of their racial and ethnic identity.

Teacher Attitudes and Expectations. Teacher attitudes play a large part in the achievement of minority group children; they are often expected to achieve poorly and consequently perceived to be in need of Special Education placement.

C. Change is recognized but there is a lack of either knowledge and resources or the will to deal adequately with them. The development of procedures for the reception, assessment and placement of new Canadian students has been left to the initiative of individual school boards. Thus, while there is evidence of some innovative approaches, the development and implementation of appropriate procedures has been most uneven across the province as a whole and even within major areas of immigrant settlement.

Even where special provisions have been made for the reception, assessment and placement of new Canadian students, schools have expressed concern with respect to "precipitous placement based on premature assessment" and the limited "human resources" available to respond to the number of requests for assistance (West Indian Students in the School. Board of Education for the Borough of North York, 1975).

Among the provisions needed in order to cope with the influx of culturally different students, the following have been suggested:

teacher in-service training, workshops and consultations with community leaders, additional library resources, resource personnel drawn from outside of the school system as well as from within, background information from parents and students.

In an article written by two parents of children with specific disabilities, Morton and Hull, 1976, argue that North America is a "norm-oriented society" which is much threatened by people who are different. As a consequence "respect for diversity is not an attitude encouraged by many public school systems... For the most part public schools are saturated with norm-oriented attitudes and with exclusionary tactics". They cite Gorham (1975, p.180) who contends that referral to special education classes is an acceptable tool of exclusion.

Morton and Hull also argue that the tendency to resort to special education referral is an "attitudinal problem" because "the teacher does not consider teaching that child his/her responsibility"; he/she "does not have the expertise" and does not expect to develop it... he/she acts "to refer the child to the specialist rather than to bring the specialist to the child" (Jones, R., 1975).

Rosner (1975, p.97) also calls attention to the "demoralizing effect" of special education placement on the child.

The placement of new Canadian students in special education classes when there is no clearly identifiable physical disability and/or sensory deficit to warrant this, suggests that differences in learning experiences may be confused with lack of intellectual capacity. Knowledge of differences in learning styles as these per-

tain to both the organization and structure of the learning environment, as well as to cognition and learning (as manifested in methods used to solve problems) are not sufficiently understood factors. Yet these factors can have considerable effect upon the learning environment and the student's functioning within the classroom. They are necessarily related to variations in the use of space, differences in learning styles and in methods of information gathering. Thus some learning (for example, class discussions) can be inhibiting to many newcomers. As well, approaches to information processes (for example, inquiry versus rote learning), the role of competition in optimizing efforts, the role of motivation, interest in the content of the learning activity, student expectations and life goals may be at variance with the previous practices of new Canadians.

In spite of the fact that the principles of differential psychology are well known and accepted in educational circles, there is a notable absence of well-defined programs and practices which address the recognition of differences among new Canadian students. The conclusion must be made that programs for this group are based on assumptions about intellectual deficits rather than on principles which give recognition to the influence of cultural and experiential factors in learning and socialization.

In spite of the progress that has been made in some areas in coping with change it would appear that there is a glaring need to provide opportunities for educators to understand the validity of the notion that cognition from a cultural point of view may have both quantitative and qualitative dimensions which have implications for the design and structure of the learning experience of groups of newcomers.

6 Summary of Findings; Discussion; and Recommendations

This chapter is intended to pinpoint, delineate and integrate the essential trends, concepts, and projections identified by means of the structured interview responses, the documentary analysis, and a survey of the relevant literature. The sequence of the major sections is in accordance with the sequence of questions in the interview schedule as follows; (I) Initial Placement; (II) Special Placement; (III) Further Assessment; (IV) Testing During Initial Placement; (V) Testing During Follow-up to Initial Placement; (VI) Modifications to Tests; (VII) Counselling During the Placement Process; and (VIII) Special Programs. Discussion of the major trends and concepts are followed by a final section concerned with recommendations based upon our observations and findings.

In seeking to pinpoint the global trends or characteristics, we have addressed the following questions:

What province-wide factors or problems has the research uncovered? What is the priority of these factors? Do these trends hold good throughout the boards of Metropolitan Toronto? What global discrepancies exist when the Metro boards are compared with the non-Metro boards? How do these factors compare when viewed in terms of responses from small, medium and large boards or in terms of low, medium, and high concentrations of ethnic minority student population?

I. Initial Placement

The data from the interviews indicated that a review of records, an interview with the student, and orientation to the school were the basic ingredients involved in placing new students initially. Typically most students would be placed in their appropriate grade level according to age. Diagnostic assessment was conducted by about one school in four, while different screening procedures for different cohorts of students were reportedly used by about 50 percent of the schools and over 75 percent of the boards. Evaluation seemed to be mainly on the basis of academic history, interview and personal demographic information.

Comparison with policy as reported in documents supplied by 17 of 34 boards (which included 10 of the 13 boards categorized as either medium or high ethnic concentration, and 6 of the 7 Metro boards) showed no inconsistencies with the data collected. However, the document analysis indicated that of these 17 boards, only 4 Metro boards made specific provision for new Canadian students.

II. Special Placement

According to the interview responses, special placement is made by almost all boards and schools in the sample, the foremost reasons being poor language development and low level achievement.

Special procedures were used by 50 percent or more of almost all major groups studied. Students were either referred to one of a number of resources, notably remedial work and ESL programs, or had their continuing progress monitored in one of several ways (see Table 29). These observations agree with the analysis of the

board documents, which noted that in boards in which the placement of new Canadian students was part of special education (i.e. 13 of 17 responding), students who had ESL need were placed in programs with emphasis on aspects of English language if judged of "normal" ability, or identified as "linguistically" or "intellectually" handicapped.

III. Further Assessment

In its description of a composite model of guidelines for placing immigrant students (chapter 5, section IV), the document analysis identified various referral strategies which one or more of the four Metro boards used and pinpointed the stages at which such referral and review assessment would be carried out. Responses to interview question 28 regarding the most likely way a review might be initiated complements this pool of strategies, and identifies the teacher, (directly or via routine screening), or the parent as the two most likely sources of review. An interesting difference was found at the secondary level - the interview responses indicated initiation by the student to be as likely as routine screening or parental request.

When questioned as to the most frequent difficulty leading to re-assessment (Question 29) respondents indicated low academic achievement as by far the leading cause (63 percent) with language problems next (16 percent). It is interesting to note that this is matched in the document analysis by the conclusion (Chapter 5, section IVa) that:

"The main problem encountered by the school personnel in attempting to place immigrant students appropriately is the frequent mismatch between the student's age and his or her ability to do the work at that grade level. Frequently, either the handicap of an inadequate English or insufficient previous academic preparation militate against the student's placement with his or her peers."

Interview respondents were strongly of the view that the most important factor in re-assessment was the class teacher.

According to the responses to Question 54 of the interview schedule, it appears that assessment is perceived as the most difficult part of the placement process for new Canadian students, especially for those in the age range 11 - 15 years. Respondents commented on the difficulty of identifying the student's level of functioning, and had trouble deciding whether the problem was one of language or of learning.

IV. Testing During Initial Placement

Interview data show that 29.4 percent of all boards use tests during initial placement; Metro boards indicate a level of use of 28.6 percent and non-Metro a level of 29.6 percent. Board data for low, medium and high ethnic concentrations indicate levels of use of 38.1 percent, 22.2 percent, and 0 percent respectively. While all small boards used tests, only 30 percent of medium, and 2 percent of large boards did so. The document analysis makes no reference to testing at initial placement. It appears that the small percentage of testing indicated by the interview schedule data does not result from stated board policy.

Only four Metro boards have special placement procedures for new Canadian students: they are initially admitted to regular classes in the home school according to age and/or grade, until assessed if necessary; the only alternative to this is admission to grade-free reception classes where provided. The provision of these classes is seen as a necessary stage in the process of identifying student needs.

The interview data indicate that the classroom teacher was most responsible by far for monitoring initial placement when testing is not used. The document analysis corroborates this by stating that new Canadian students are most often initially placed in regular classes according to age and/or grade "until assessed if necessary." This infers the role of the classroom teacher in deciding if assessment is necessary.

V. Testing During Follow-up to Initial Placement

Interview schedule data indicate that tests are used much more extensively during re-assessment than at initial placement. Teacher-made tests were most frequently used, followed by the Wechsler Intelligence Scale for Children and the Wide Range Achievement Test. Metro boards proved to be atypical in the tests used; these boards indicate most frequent use of the Peabody Individual Achievement Test, followed by equal use of the Monroe-Sherman Reading Aptitude and Achievement Test, the Wide Range Achievement Test, and teacher-made tests. About half of the tests used by Metro boards were designated as 'Others'.

The document analysis indicates the use of tests by non-Metro and Metro boards during re-assessment, but specific data is given for only the latter group. The tests listed here verify those named in the interview schedule data, and names also the Gates-McGinitie - elementary level, the Gates-McGinitie Reading Survey - secondary level and the Nelson Individual Monitoring System (these were in the 'Others' category in the interview data). It is important to note that Metro boards advise extreme caution in the use of intellectual assessment instruments during the student's first two years in Canadian schools.

VI. Modifications to Tests

In the interview schedule data, 82.4 percent of all boards indicated that they modified tests when evaluating the various cohorts of students. Overall the three most common types of modification are time extension, omission of items and substitution of words or phrases. The pattern for non-Metro boards is omission of items, time extension, and substitution of words or phrases; for Metro boards elimination of words or phrases, substitution of items, and substitution of words and phrases were the most frequent modifications.

The document analysis only reports test modifications for Metro boards: with particular reference to the Monroe-Sherman mathematics subtest the list of modification includes substitution of items and substitution of words or phrases, but not elimination of words or phrases. Other modifications include flexible timing, and stressing answers, not methods. It is indicated that modifications to test procedures were made in particular with respect to West Indian students. |

VII. Counselling During Placement Process

The interview schedule data point out that 35 percent of all boards indicated that they have a policy which requires a student to be counselled during the placement process; this figure was further analyzed to show that 71 per cent of Metro boards and 26 percent of non-Metro boards have such a policy. When looking at boards of low, medium and high ethnic concentrations the figures were 28 percent, 44 percent and 50 percent respectively. The figures for corresponding groups of schools were significantly lower in most cases.

Of the twelve boards indicating counselling policy, ten of them stated that this policy has been in effect for over three years. When divided into low, medium, and high ethnic concentration groups the percentages of boards reporting counselling policy are 28, 44, and 50 percent respectively; this latter group reported that the policy has been in effect for over three years.

Interview data addressing the question of when counselling occurred was also analyzed. For the major groups of boards studied, the data indicate that group counselling, when used, occurs at a low level during intake and reception, and that its use decreases during successive phases of the process. Individual counselling is more frequently used throughout the placement process, especially by Metro and public school boards.

Of all boards reporting counselling policy 35 percent indicated that procedures were varied to make allowances for differences among the cohorts of new students being studied. Forty-three percent of both Metro and non-Metro boards reported variations in procedures,

as did 33 percent, 33 percent and 50 percent respectively of the boards with low, medium and high levels of ethnic concentration.

In the document analysis only ten out of one hundred and twenty-eight documents received dealt specifically with guidance and counselling. Policy was not stated in terms of either group or individual counselling, nor were exact procedures outlined. For all but four Metro boards the document analysis indicated that reception and placement of new Canadian students comes under the jurisdiction of Special Education. Guidance and counselling personnel are involved with referral, assessment, placement and follow-up in a loosely defined manner within a variety of the placement models presented.

Four Metro boards provided documents indicating separate procedures for new Canadian students. Counselling would appear to occur in reception classes set up to identify student needs. Counsellors are also involved during registration; this step in the process provides the school with relevant information and also establishes a contact with the home. Guidance personnel arrange program activities during the orientation stage, and also conduct interviews, tours, and information meetings with students and parents. It is further indicated in the document analysis that guidance counsellors may also be involved during follow-up to initial placement and assessment of new Canadian students.

VIII. Special Programs

There was a general correspondence between the Special Education programs reported as available at the interview level. However, the number of boards offering a specific program was higher according to interviews. This was to be expected since all 34 boards were represented in the interview, whereas policy documents came from only 17 boards. The programs most frequently available according to the documents were ESL (17), followed by Special Learning Disabilities, Learning Disabilities and Perceptual (each offered by 11 boards). The response data from the interviews indicated that 22 boards offered ESL programs - all 4 boards of high ethnic concentration, 6 of the 9 of medium concentration, and 12 of the 21 of low concentration. Several of the other special programs mentioned by interviewees, for example those on early diagnosis (see Table 52), seem worthy of further description and study. ESL, reading and remedial programs were the programs judged most useful to new Canadians of cohorts B and C. When questioned as to which new programs were most needed for such students, responses indicated very strongly: ESL/D, academic upgrading, and orientation programs.

Because of the convenience of ESL/D programs as a mechanism for helping to place immigrant students satisfactorily in the school system, as evidenced both by the literature review and the interview data, the document analysis looked at them in some detail (see Ch. 5). It was clear that various definitions of ESL/D students were used; some, but not all, with ethnic connotations. Aims and program emphases were enumerated and illustrations of the different program models

given. The time spent on such a program and the rationale for placement at the end of it varied from board to board. It was concluded that although much thinking and experimentation is going on in both designing ESL/D programs and placing students in them, such questions as class size and program content are still unresolved. Clearly, this is an area which would repay close study.

IX. Discussion

As the summary of findings in the first section of this chapter (and the detailed description of the field data and documentary analysis) demonstrates, certain fundamental problems remain unsolved in the various attempts to cope with the reception and placement of immigrant minority students. These problems stem from the obvious and significant discrepancies between the social, cultural, and economic backgrounds of immigrant minority students and that of the host country. Moreover, the differences in educational practices, in language, and (among a multiplicity of factors) in the assessment and methods employed in the teaching/learning process, all contribute to create the dilemma of adapting the Ontario educational system to a new immigrant clientele.

a. The Problem of Assessment

The field data and documentary analysis underscore the problem of assessment as difficult, elusive, and cumbersome. The difficulty is increased when students arrive at school from the Azores or Trinidad or India with no recognizable documentation by which the principal or his aides can match levels of achievement with available programs. Experiences with minority students in Metropolitan Toronto

have resulted in a policy whereby intelligence tests of all kinds are discarded (especially during the first two years) for deciding initial entry into the school system. It is interesting to emphasize, in this context, that boards with high ethnic concentrations tend to eschew the use of tests completely in the initial assessment of minority students. On the other hand, board data on the use of tests for initial placement for low and medium concentrations were at 38 and 22 percent respectively.

As we have seen in the review of the literature, there is a growing body of evidence that would invalidate results obtained from tests of scholastic aptitude which are based on meaningless comparisons with a Canadian norm. As scholars like DeAvila and Bruner have so persuasively argued, tests are necessarily embedded within a cultural frame of reference, and can do nothing to distinguish between performance and capacity when such tests are applied to individuals whose experiential background has been different from the norm group. Moreover, Cole and Bruner have shown that cultural deprivation is a redundant term in this context; the performance of ethnic minority immigrant students represent cultural differences - not deficits.

Yet despite the evidence, many educators still cling to the notion that standardized tests can perform an adequate sorting task by indicating the degree of the individual's atypical function.

An alternate trend in the use of tests in the province seems to adopt the position of the APA Society for the Psychological Study of social issues in its "Guidelines for Testing Minority Group Children" (Fishman et al). Although critical of the general use of tests for minorities, advocates of this alternative methodology would stress

training of teachers and counsellors in the problems of reliability and validity associated with minority group test results while modifying the structure of existing instruments as well as the procedures and test-taking situations. But such practices retain the principle of the deficit model or the cultural deprivation theory and the concomitant follow-up of compensatory education so as to help the minority student overcome what must be viewed as deficiencies within the educational and social system from which he came.

Attitudes reminiscent of Bloom, Carrol and Wolf could be discerned when respondents were asked to suggest ways to overcome the educational problems of minority students. Some responses to questions 55 and 56 of the interview schedule parallel the position held by adherents of environment measurement and its follow-up for enrichment so as to augment school performance. Respondents who favoured assimilation went from 2 percent to 5 percent to 21 percent as ethnic concentration in their school and board groups moved from low to medium to high. Moreover, 12 percent overall were in favour of reception classes. The specific responses within the assimilation category ranged from suggestions for a "holding center", "culturalize them", to better screening of immigrants and the underlying notion that it is the duty of the immigrant to adopt Canadian ways, to join the melting pot, to assimilate into the dominant majority culture.

Evidence in favour of Jane Mercer's pluralistic sociocultural perspective represents another trend in attitudes towards assessment. Some educators still believe that tests of intelligence (like the Stanford-Binet and the WISC) are valuable diagnostic tools having

APPENDIX A

INSTRUMENTS AND CARDS

useful clinical value when viewed from a socio-culturally pluralistic perspective. Thus, individual assessment could be made by comparing that individual's score with norms developed for his own socio-cultural group. Mercer has espoused a system of assessment (a comparison between performance and capacity) which would help in placing minority students in special programs designed to prepare the individual to participate in the mainstream of the school and eventually in the mainstream of the society (see Samuda, 1975).

Another interesting trend in the testing issue was demonstrated at more than one board and more particularly in one of the Metropolitan boards. To some extent, this trend seems to resemble the movement advocated by those psycholinguists who oppose the position taken by Bernstein and Bereiter. According to the latter view, minority children (and poor children in general) are impeded in their school performance because of their restricted use of language and particularly their difficulty in dealing with abstract concepts. Labov and Baratz have vigorously opposed such notions in demonstrating that norm-referenced standardized tests make normally intelligent minority children look stupid. Cole and Bruner have supported this view by showing that competence can be neither situation blind nor culture blind. In other words, Labov and his associates have shown that "culturally different" students when tested appropriately for optimum performance, have the same grammatical competence as middle-class mainstream students, though it may be expressed in different modes.

This trend in testing was instanced admirably in that one school board where the official in charge of placement was himself

a member of one of the largest minority groups in the area. He was able to adapt parts of achievement tests in the area of mathematics and reading to the accustomed style of the students; he was able to use familiar language and dialect, reduce anxiety to a minimum, and thus elicit a functional evaluation of the students in basic subjects.

b. The Role of the Teacher

The second major factor perceived from the field data in particular was the predominant role of the classroom teacher in the design and use of tests, and in monitoring the placement of minority students in the absence of tests. Furthermore, of all the forms of assessment, teacher-made tests were the most frequently used. Even when initial placement is made on the basis of age, it is the teacher who evaluates the student's progress; it is he or she who determines the content of the program and more often than not activates the referral process.

This responsibility is often carried by the classroom teacher in the absence of definite, articulated policies for coping with the new Canadian ethnic minority. Board policy and institutional practices in a significant proportion of cases tend to place the reception, placement and programs for minority students under the rubric of Special Education, thus tending to perpetuate the attitude that if a student is different (culturally), he is therefore academically inferior.

Our experience with interviewing board and school personnel revealed considerable variation in the awareness of, situations towards, and planning for, the accommodation of new Canadian students.

The evidence points to the need for appropriate training or re-training for board officials as well as classroom teachers if multiculturalism in the Ontario schools is ever to become a province-wide reality. The importance of the role the classroom teacher plays also calls into question the programs of training at the various faculties of education. To what extent are the concepts, attitudes, and programs of the teacher-training establishments linked to the idea of multiculturalism? Do teacher trainees receive the appropriate exposure to the principles, definitions and issues concerned with the policy of cultural pluralism?

Without training in the concepts of multiculturalism, the likelihood is that the attitudes of ethnocentrism, of Anglo-Canadian conformity and assimilation as the expected model for new Canadians will continue to exist. Nor can the attitudes, policies and practices change within the institutions unless there is commitment on the part of board officials and willingness on the part of teachers to become actively involved in re-training.

Re-training requires the deliberate act of repudiating the ethnocentric melting pot model and the acceptance of ethnic minority cultures as different rather than deficient. Such a stance implies respect and a new mode of thinking. As the central team of this research project can attest, we were occasionally met with relative degrees of defensiveness on the part of respondents when questioned about the difference in testing and placement procedures and practices as they relate to mainstream and ethnic minority immigrant students. A favourite response was: "We treat them all alike", thus emphasizing

what was considered to be a "democratic" and acceptable mode. But such an attitude might also imply deeply embedded notions of what some respondents perceive education ought to be as well as the absolute acceptance of an expected norm of behaviour matched to the Anglo-Canadian assimilationalist model.

c. The Role of the Counsellor

Of all the aspects of the school's operation with which this project was concerned, the role of guidance and counselling has perhaps been the hardest to pin down. The fact is that guidance procedures seem to be very little in evidence when the reception and placement of new Canadian minorities are examined. We found, for example, that just over one-third of the 34 boards sampled (12) have an established policy requiring the ethnic minority student to be counselled during the process of placement. It should however be emphasized that most of the boards of Metropolitan Toronto, especially in the areas of high density minority student population, did require the involvement of guidance personnel throughout the placement and reassessment of the students. Only one-quarter of the boards outside Metro adhered to such a practice.

What we found curious was the fact that, of all the 128 documents analyzed, only 10 of the total had any direct or specific reference to guidance and counselling. We have speculated that the lack of counselling involvement in the reception and placement of ethnic minority immigrants stems from the fact that "immigrant" or "minority" education is generally perceived by the majority of board

and school personnel as falling under the umbrella of special education, perhaps requiring the expertise of school psychology personnel and the special education consultant rather than the guidance counsellor. In other words, there seems to be an attitude among a large proportion of counsellors that the problems related to new Canadian minority students fall outside their province. Significantly, in this regard, for all but four Metro boards, the reception and placement of ethnic minorities were relegated to Special Education.

d. Need for Systematic Planning

We could find no formal cooperative structure throughout the province whereby ideas concerning the education of new Canadians are shared and the problems of testing, placement, and programs are articulated and tackled by the combined expertise of the various consultants, superintendents and their aides. No common data base exists and the methods of identifying the proportions of new Canadians within the various local jurisdictions differ from board to board. Although there does exist an organization of research officers of Metropolitan Toronto (and an organization of large Ontario boards), there seems to be no agreed upon process for sharing data and experiences as new policies, programs and teaching strategies are tried out. We were struck by the fact that each board seemed to be doing what it saw best with apparently little or no consultation among neighbouring jurisdictions.

The situation outside of Metro Toronto was even less cohesive. There appears to be little or no cooperation even between the large

boards where ethnic minority immigrant students form a significant proportion of the population. Certain boards on the periphery of Metro Toronto are only now becoming actively engaged in developing multicultural programs and in formulating guidelines to deal with the reception, testing, placement and programs for ethnic minority students; moreover, certain boards on the boundaries of Metropolitan Toronto can only be described as hostile to the idea of this project. One board in particular bluntly stated its opposition to any form of participation while questioning the very need for the Ministry of Education to examine the issues concerning ethnic immigrant minorities.

The question that came to our minds on certain occasions was whether or not educators were indeed aware that multiculturalism was the Ontario government's policy. Somehow, the concepts of cultural pluralism do not seem to have been adequately communicated; we were struck by the apparent ad hoc arrangements in promulgating and implementing the government's policy. As we encountered the difficulties involved in collecting the data and, at times, in gaining permission to interview within certain jurisdictions, we realized that the issue is a much larger one than merely that of the school. What kinds of planning followed the adoption of a multicultural model? It must have been realized that the change in immigration policy would surely result in large numbers of Third World immigrants flocking to the industrial urban areas. It would have taken little imagination to have pictured the radical change in the population of Toronto that inevitably led to a drastic change in student composition.

The implementation of multi-ethnicity requires planning at the federal-provincial level, at the provincial-municipal level, and at the community level. It is not just the business of the teachers, or the school boards, but of the average citizen. Multiculturalism represents a change of values and a shift of attitudes from the melting pot model of acculturation. As Duncan Green has so succinctly expressed it, "In the centre of the city, we are Marshall McLuhan's global village with a vengeance...What we are attempting to do then, in our new socialization, is to establish a concept that gives validity to other cultures and languages within a total framework as yet unconstructed" (in D'Oyley, Ed., 1977).

e. Further Research

Clearly, this study has uncovered and brought into sharper focus many problems relating to the arrival and integration of new Canadian students into the Ontario school system. Because of the circumstances under which the study was conducted, only the beginnings have been made in investigating and coping with these problems.

A number of steps in dealing with these urgent problems are outlined in the recommendations. Included are several suggestions for further research; in particular, the team felt that the impact of this study has been greatly hindered by the inability to obtain and present first-hand data on the students themselves. Among possible ways of overcoming this deficiency, it could be possible to use the data already available and base some case studies upon them. Alternatively, because of the great need for a better and more comprehensive data base on new Canadian students, such studies might await the development of such a base.

X. Recommendations

We recommend:

1. That a planning structure be initiated immediately comprising representatives of the federal, provincial and municipal levels of government to coordinate the funding of projects and programs designed to implement policies of multiculturalism.

2. That the Ministry of Education take steps to initiate an organization of school boards (particularly within Metropolitan Toronto, and the bordering county boards) in order to facilitate the sharing of research findings, policies, programs, teaching strategies and resources for the promotion of multiculturalism and improvements in the education of ethnic minorities.

3. That a project be initiated by the Ministry of Education to establish a common data base of new Canadian students throughout the province.

4. That the Ministry of Education take steps to ensure that the curricula of all provincial teacher-training establishments include an acceptable program for multicultural education.

5. That incentives be provided to encourage school boards across the province to initiate and implement specific policies to facilitate programs and strategies for multicultural education and the provisions for the education of atypical ethnic minorities.

6. That the Ministry of Education institute an inter-board organization for the specific purpose of collecting, developing and trying out curricular strategies, resources and assessment instruments to augment and support the education of new Canadians.

7. That the Ministry encourage a system of recruitment of new Canadians for professional training as teachers, counsellors and administrators in areas of high density minority population.

8. That a data base on the individuals involved with testing and counselling of new Canadian students be established so as to ascertain their level of qualifications, professional experience, and knowledge of the types of new Canadians with whom they are working.

9. That a study focussing upon a series of case studies of different groups of new Canadian students be undertaken to point out the problems involved in assessment, placement, and monitoring of educational experiences; and suggesting guidelines for optimum treatment of the atypical student.

10. That the Ministry of Education fund a research project to investigate, collect, and describe assessment strategies leading to teaching/learning models of adaptive education as well as process-oriented methods for identifying differences in cognitive styles and processes among the various ethnic minority group students.

11. That counsellors involved with the assessment and placement of new Canadian students be required to undertake in-service training in the concepts, implications, and strategies relating to multicultural education.

12. That the Ministry of Education provide assistance in encouraging boards to participate in studies such as the present one so as to relieve researchers of the complex and prolonged nego-

tiations involved in securing entry into the various jurisdictions.

13. That further analysis of the data contained in this study be commissioned by the Ministry of Education leading to more definitive distinctions in the different categories of students selected for this study.

14. That a study be conducted to determine the validity and reliability of standardized tests and other means of assessment presently being used to evaluate ethnic minority immigrant students across the Province of Ontario.

XI. A Note on the Reliability of the Data

When we began this project just over one year ago, we realized that we were embarking upon a difficult and sensitive endeavour. We could not have anticipated how many hurdles we would encounter in our attempts to gain access to those whom we saw as our main subjects of study - the immigrant ethnic minority students, their teachers, and parents.

We were interested in developing first a unified data base of all immigrant students across the province on the basis of some identifying feature like country of birth or language spoken at home, in order to pinpoint the proportions and location of the various ethnic minorities across the province. We never did achieve that goal since we were given one year instead of two to complete the project.

In the early stages of developing the original questionnaires, we experienced some resistance on the part of a few school boards. It became increasingly clear that some board officials felt uncomfortable at the thought of our contact with parents or students. That was made abundantly evident in many of the items of correspondence in our files.

It should therefore be stated that (although we feel that we have done the best we could under the circumstances) this product still represents a compromise in relation to our original goals.

For one thing, we were forced to content ourselves with investigating the policies and practices of the reception and placement for immigrant minority students using the school as the basic unit of study.

We never did manage to interview teachers, students and parents as we had originally contemplated. Shortage of time and money, and the very strong responses of school board officials precluded that aspect of the study. Thus, in a very real sense, the data are incomplete and this must therefore be recognized as one basic limitation of the study.

Secondly, the circumstances described above also required a personal approach to respondents at the board and school level in order to determine policies and practices. By the time we managed to secure all board approval for the structured interviews, we had barely six weeks to complete the 34 board and 245 school level interviews. The central team therefore could manage only a fraction of the total and we had to depend heavily upon the work of our trained interviewers from OISE, Western, Queen's and Ottawa. The validity and reliability of the data is therefore dependent upon what we believe to be slight variations in competence and commitment on the part of the field staff. That represents a second limitation of the data.

The third limitation is related to the source of the data itself, namely, upon the perceptions, competence, and openness of the respondents. We feel sure that, on the whole, the individual respondents were well chosen and knowledgeable. However,

we can recall occasional instances when it seemed evident that we were being steered away from the proper sources of information towards respondents who might tend to give the more "political" answer.

Finally, the major consequence of the unevenness and meagreness of the data base - both as regards its basis (for example, ethnicity statistics or ESL/D students) and its degree of precision - was that the choice of schools to be sampled had to be made in several different ways and depended heavily on the field knowledge of cooperating board officials. Although this therefore introduced another unexpected variable into the study, the resulting student data and the general impressions of the team seemed to confirm that the intended population had been validly and adequately sampled.

CARD I

CLASSIFICATIONS OF NEW STUDENTS

- COHORT A: New students from non-immigrant families.
- COHORT B: New Canadian students born outside of Canada who have immigrated to Canada since April 1975:
- COHORT B-1: Of West Indian origin.
 - COHORT B-2. Of East Indian origin.
 - COHORT B-3. Of Portuguese origin.
 - COHORT B-4. Students of any other geographical origin where first language is not English.
 - COHORT B-5. Students of any other geographical origin where first language is English.
- COHORT C: New Canadian students born to families which immigrated to Canada within the past 10 years, but not included in Cohort B above:
- COHORT C-1: Of West Indian origin.
 - COHORT C-2: Of East Indian origin.
 - COHORT C-3: Of Portuguese origin.
 - COHORT C-4: Students of any other geographical origin where first language is not English.
 - COHORT C-5: Students of any other geographical origin where first language is English.

CARD 2

APPROACHES TO STUDENT EVALUATION

I Past Data

- (1) Personal Demographic Information
(age, sex, country of origin)
- (2) Academic History Evaluation
(schools, grades, programs, test data)
- (3) Developmental History
(physical, medical)
- (4) Other.

II Current Data

- (5) Interview
(student, parent, teacher)
- (6) Assessment by Class Teacher
- (7) Standardized tests of general ability
- (8) Standardized tests of mathematical skills
- (9) Standardized tests of verbal skills in English
- (10) Other

CARD 3

LIST OF TESTS

I Conceptual Tests

- (1) Canadian Lorge-Thorndike Intelligence Tests
- (2) Otis-Lennon Mental Ability Test
- (3) Wechsler Intelligence Scale for Children (WISC-R)
- (4) Wechsler Pre-School Primary Scale of Intelligence (WPPSI)
- (5) Canadian Cognitive Abilities Test
- (6) McCarthy Scales of Children's Abilities
- (7) Raven Progressive Matrices
- (8) Slosson Intelligence Test
- (9) Stanford-Binet Intelligence Scale

II Achievement

- (10) Canadian Test of Basic Skills
- (11) Peabody Individual Achievement Test
- (12) SRA Achievement Tests
- (13) Gates-McGinitie Reading Test
- (14) Metropolitan Achievement
- (15) Monroe-Sherman Reading Aptitude and Achievement Test
- (16) Stanford Achievement Test
- (17) Stanford Achievement Test for Hearing Impaired
- (18) Wide Range Achievement Test

III Personality (Affective-Dynamic Tests)

- (19) Bender Gestalt (Emotional Indicators)
- (20) Draw-A-Person (Emotional Indicators)
- (21) Hand Test
- (22) House Tree Person
- (23) Rorschach
- (24) Sentence Completion
- (25) Thematic Apperception

IV Informal Inventories

- (26) Teacher-made Tests

CARD 3.1

V Diagnostic and Development Tests

- (27) Durrel Analysis of Reading Difficulty
- (28) Frostig Developmental Test of Visual Perceptions
- (29) Illinois Test of Psycholinguistic Abilities
- (30) Barsch Motor Survey
- (31) Bender Visual Motor Gestalt Tests
- (32) Boehm Test of Basic Concepts
- (33) Carrow Test for Auditory Comprehension of Language
- (34) Detroit Test
- (35) Developmental Test of Visual Motor Integration
- (36) Dolch Basic Sight Vocabulary
- (37) Doren Diagnostic Reading Test
- (38) Draw-A-Person Test
- (39) Fisher Logemann Test of Articulation Competence
- (40) Gesell Copy Forms
- (41) Goldman-Fristoe Articulation Test
- (42) Meeting Street School Screening Test
- (43) Monreo-Sherman Group Diagnostic
- (44) Reading Aptitude and Achievement Test
- (45) Northwestern Syntax Screening Test
- (46) Peabody Picture Vocabulary Test
- (47) Silvaroli Classroom Reading Inventory
- (48) Slingerland Screening Test
- (49) Spache Diagnostic Reading Scales
- (50) SRA Criterion Referenced Measurement Program
- (51) Tell a Story About a Picture
- (52) Wepman Auditory Discrimination Test

VI (53) Other

CARD 3a

Modifications to Tests

1. Addition of items
2. Elimination of word/phrases
3. Omission of items
4. Substitution of items
5. Substitution of word/phrases
6. Time - extension
7. Translate into mother tongue
8. Other

Compensations for Cultural Differences

9. Add points to score
10. Indicate that scores are not precise
11. Indicate that scores should be ignored in making decisions
12. Other

CARD 4

SPECIAL COURSES OR PROGRAMS

I Special Education

- (1) Behavioural
- (2) Compensating
- (3) Comprehensive
- (4) Deaf
- (5) Emotionally Disturbed
- (6) Gifted Enrichment
- (7) Gifted Accelerated
- (8) Health
- (9) Hearing
- (10) Home Instruction
- (11) Hospital and Institutional
- (12) Language
- (13) Learning Centre
- (14) Opportunity (primary)
- (15) Opportunity (junior)
- (16) Opportunity (senior)
- (17) Orthopedic
- (18) Perceptual
- (19) Reading
- (20) Remedial
- (21) Speech
- (22) Vision

- (23) Educable Mentally Retarded
- (24) Trainable Mentally Retarded
- (25) English as a Second Language/Dialect
- (26) External Placements
- (27) Vocational
- (28) Occupational
- (29) Other

1. Contained 2. Withdrawal 3. Itinerant

INTERVIEWER'S MANUAL
FOR
INTERVIEW SCHEDULE
FOR
MINISTRY OF EDUCATION
CONTRACT # 213

CURRENT METHODS OF COUNSELLING, TESTING
ASSESSMENT AND PLACEMENT OF MINORITY GROUP STUDENTS
IN ONTARIO SCHOOLS

April, 1978

TABLE OF CONTENTS

	PAGE
1. PURPOSE	1
2. GENERAL INSTRUCTIONS	2
3. RECORDING PROCEDURES	3
4. DESCRIPTION OF INTERVIEW SCHEDULE	4
5. PROCEDURE	5
6. POST-INTERVIEW PROCEDURE	9
7. GLOSSARY OF TERMS	10

1. PURPOSE

The interview schedule is intended to elicit information related to policies, procedures and practices across Ontario in counselling, testing, assessing and placing students entering the system. The instrument will be administered to individuals and/or groups at the board and school level. The interview will be conducted on a one-to-one basis or in a group (likely never exceeding four people). Typical groups may be:

- 1) Psychologist, Consultant of Special Education, Consultant in Immigrant Education, Superintendent of Programs
- 2) Principal, Head of Guidance
- 3) Principal, Special Education Teacher

Since this type of research has not been conducted before, our objective is to gather information to give as complete a description as possible of each aspect under study. This will allow us to obtain a clear profile of policies, procedures and practices across Ontario.

We are specifically interested in information pertaining to New Canadian students. Of this group, West Indians, East Indians and Portuguese have been chosen for the major focus. These particular groups were chosen because:

- a) they are among the most recent groups of New Canadians.
- b) they comprise a significant proportion of the school population
- c) they are linguistically and culturally distinctive

The design of the instrument and method of recording responses allows for gathering information -

- (a) that is reliable
- (b) that can be collected in as short a time as possible
- (c) that can be recorded in a form for easy analysis.

2. GENERAL INSTRUCTIONS

1. Material required for each interview:
 - interview schedule consisting of 25 pages
 - one set of 6 yellow cards for each respondent
 - one pink Personal Data sheet for each respondent
 - if convenient, a pen to offer each respondent for the Personal Data Sheet
 - one Student Data Sheet
 - one Post-Interview Procedure Sheet
2. Allow the respondent time to think. Probe very carefully after an incomplete answer has been given, or to guide their thinking. Be careful that in fact you are not prompting them. In most cases a way of probing has been indicated.
3. Try not to break the flow of the interview at any time by excessive writing, fishing for materials, etc.
4. Instruction to the interviewer will be in CAPITAL LETTERS.
5. You will find some items which read: In this Board/School - When reading at the interview use the appropriate word. Board level personnel should be encouraged to give policy answers. School personnel should be encouraged to give answers pertaining to their school.
6. A glossary is attached which defines the terms assessment, counselling, placement, testing, New Canadian, West Indian, East Indian, Portuguese, Contained, Withdrawal, and Itinerant programs.

7. You are asked to complete a Post-Interview Procedure Sheet after every interview. At the time of the interview if any of the following happen, check in the margin and fill in the particulars afterwards.
 - 1) During group interviews, note any disagreement among respondents - what and whom.
 - 2) If you note any backtracking or hedging, note the questions on which it occurred.
8. If at any time the respondent makes reference to documents, policies, manuals, etc. ask for pertinent details. Record in the margin temporarily and transfer to the Post-Interview Sheet later.
9. Each interviewer will be assigned a number which must be recorded on the top of the identification sheet and page 1.

3. RECORDING PROCEDURES

1. () is to be filled in with an X.
2. _____ means that a number is required.
3. other _____ at any time when filling in this response use an identifier number when there is more than one response in this category, e.g. question 7. use 4¹ 4² 4³. These new code numbers will then be written into the response where appropriate, under Most Important or If No Record.
4. You will always be recording coded answers except in the open ended questions. If the respondents refer to the responses from cards by words, say, "Would you give me the number for that please."
5. Note when the respondent does not wish to answer a question, and why if the reason is given.
6. If respondent answers that he doesn't know about that topic, i.e. testing - Slash across question and write N/A in large letters.
7. If respondent gives an answer for COHORT A and says it is the same for all others it may be recorded by a ↓ to the bottom. See page 3 and question 7 for an example.

4. DESCRIPTION OF INTERVIEW SCHEDULE

A. Initial Placement

Questions concerning the process by which a student is initially placed in the system/school and whether this process is ever varied, for whom, and why.

Sequence of questions

A-1 Intake

A-2 Evaluation

A-3 Testing

A-4 Special Placement

A-5 Programs

B. Follow-up to Initial Placement

The questions in this section are intended to provide information as to whether the school systematically responds to student needs in a routine manner, or only on a basis of crisis. We are interested in the procedure followed for New Canadian students and particularly West Indian, East Indian and Portuguese.

Sequence of questions

B-1 Review

B-2 Testing

B-3 Counselling

B-4 Final Report

C. Suggestions by Respondents

These questions give the respondent a chance to make specific recommendations re: placement of students. Some will have innovative ideas of value to the final writing of this report.

D. Evaluation

These questions allow respondents to evaluate the study.

They are valuable for further studies.

E. Student Data Sheet

This information is vital to the study but is sometimes difficult to obtain. We prefer that the information be given in numbers but percent will do. If there appears to be a difficulty in obtaining it - leave with them and ask them to mail it back to us.

F. Professional Data Sheet (pink)

These are to be filled in by the respondents (offer your pen) after the interview has been completed.

G. Yellow Cards (total of 6)

CARD 1 Classification of New Students

CARD 2 Approaches to Student Evaluation

CARD 3 Tests

CARD 3.1 Tests

CARD 3a Modifications to Tests

Compensations to Tests

CARD 4 Special Courses or Programs

These cards will be given to the respondent at appropriate intervals as indicated in the schedule. The interview will flow more easily if the respondent keeps the cards until the end of the interview. Then don't forget to collect them!

5. PROCEDURE

1. Identification Sheet

- 1) Record your code number on this, and page 1.
- 2) Most of this information should be filled in by you prior to the interview.
- 3) Time in minutes is very important to the validity of the

responses. If you are in and out of the interview in 35 minutes the validity is doubtful. Generally it takes about 75 to 80 minutes.

2. Specific instructions have been written for you to follow, in an effort to standardize the interview. Do not vary from this procedure, except as noted under general instruction number 2.

The first 4 questions are intended as warm-up questions and should allow both the interviewer and respondent to get a feel for the questions and language used. If the respondent wants to distinguish between September admissions and students who enter during the year, record both in margins etc. and decipher later. They may be very similar.

3. CARD 1 - page 3, question 5

It is important that the interviewer give the respondent enough time to become familiar with the card. Guide the respondent through the card to ensure that the answer is specific to the categories of students listed. Note the difference between B-4 and B-5, C-4 and C-5. Example - B-4, C-4, Italian, Greek, Chinese. B-5, C-5 British, U.S.A.

4. CARD 2 - page 4, question 6

The first 3 cards are given in very quick succession. Allow the respondent time to become familiar with them.

In administering Card 2 be sure to remind the respondent to refer to Card 1. You will record numbers only. If the respondent identifies other (49) as a response, record description, and assign indices. Repeat this process for all cohorts of students

on Card 1.

5. CARD 3 - page 15, question 8.

Remember that number 26. is Teacher-made tests.

Note that if question 8. is YES - go to 10.; if question 8. is NO - go to 9. - then 19.

If other (53) is chosen it is recorded on page 5. Follow Recording Procedures (manual no. 3), whenever using "other".

6. CARD 3a - page 6, question 11.

This card should be applied to number 26, Teacher-made tests as well as the standardized tests listed.

7. CARD 4 - page 10

It is particularly important with question 23, to 25. to record only those programs/courses of study available in that Board or School.

8. B - Review of Initial Placement - page 14

This begins a new section of the interview. From this point on we are asking questions about the follow-up to initial placement.

You will find that the respondent is asked to refer to cards 1 to 4 at different points in the questions. He/she never has to consider more than two cards at once. Usually the second card is Card 1 with which he/she will become most familiar.

9. B-3 Counselling - page 19

This series of questions is aimed at identifying who, where, why and how counselling takes place. It is realized that counselling may be done at almost any stage in assessing and placement procedures and that there are an infinite variety of ways to counsel. These questions however are intended to pinpoint any differences or considerations given to the students heritage.

10. Student Data Sheet

We are interested in obtaining the most accurate data possible here. Numbers would be better than percent. If they wish to mail it back:

- 1) give them the self-addressed, stamped envelope
- 2) make sure the board and school name are on it.

11. Professional Data Sheet (pink)

They may sign if they wish. If possible hand them a pen.

6. POST INTERVIEW PROCEDURE

Immediately After Each Interview

1. Fill in the time in minutes on the Identification Sheet.
2. Examine the interview schedule for:
 - a) yes/no responses
 - b) other catagories - check that you codified your answer and inserted it in the appropriate column.
3. If you made note of any disagreements, backtrackings, hedging, note here question number, who, and on what.

4. Documents, manuals etc. referred to:

5. Did the respondent comment that this made him think about new areas?
() yes
() no
6. What comments/impressions do you have of this interview?

GLOSSARY OF TERMS

For the purpose of clarity and consistency, the following terms which occur with regular frequency in the Research Design will be understood only as they are defined below.

Assessment: a general term covering the process of making an estimate of student's suitability for a particular grade placement and/or program.

Counselling: process of interacting with a student and/or parent to inform and advise them in matters related to suitability of program and level of placement.

Placement: the assigning of a student to a specific grade or program. (This may or may not involve prior testing and counselling).

Testing: process of administering standardized, teacher-made, group or individual tests (or tasks) to a student for the purpose of assessing his achievement or aptitude.

New Canadian Students:

- a) recent newcomers - students between the ages of 6 and 16 who were born outside of Canada and arrived in Canada after April, 1975, or
- b) students between the ages of 6 and 16 whose parents have been in Canada for less than 10 years.

East Indian: students from India, Pakistan or Bangladesh

Portuguese : students from Portugal and the Azores

West Indian: students from the West Indies including Guyana.

Contained : full-time instruction within the special class/program

Withdrawal : (i) Partial - part-time instruction (e.g. half days) within the special class/program in the same school.
(ii) Partial - part-time instruction (e.g. half days) within a special class/program in another school.

Itinerant : students withdrawn from regular classes for limited number or periods per week for instruction by itinerant ESL/D teacher.

Interview Schedule for
Ministry of Education Contract Number 213

CURRENT METHODS OF COUNSELLING,
TESTING, ASSESSMENT AND PLACEMENT
OF MINORITY GROUP STUDENTS IN ONTARIO SCHOOLS

April, 1978

Introduction

Before beginning the interview it may be helpful to understand something more of what we are about. Primarily, we are interested in how students are taken into the Ontario school system, with special emphasis on the placement of New Canadians.

In many respects this is a complicated and poorly understood component of the educational process. The research community, for example, is largely unaware of the wide variety of actions which occur in the intake and placement process.

This is why we are here - on a fact-finding mission to gain an understanding of how the school system responds to these issues. As well, we hope to gain any insights you may have regarding the value of various policies, procedures, and practices.

All information obtained in this interview will be kept strictly confidential. As you may imagine, we have quite a number of issues to address; however, if we move right along, we should be done in about an hour or so.

IF MORE THAN ONE RESPONDENT

In some situations one of you may be more familiar with a topic than will another - anyone here can feel free to respond - and you can feel free to discuss among you what the final response should be, if such seems appropriate.

No. _____

Identification Sheet

Board Interview () Board Name: _____

School Interview () School Name: _____

Address: _____ , _____
(street) (city)

Telephone: _____

Interview Date: _____ (Mo.) _____ (Day) _____ (Year) _____ (Time in min.)

FOR SCHOOL INTERVIEWS ONLY:

Type of School:	JK/K - 8 ()
Elementary	Junior (JK/K-6) ()
	Senior (7,8) ()
	Junior High (7,8,9) ()
High	High (9-13) ()
	Collegiate (9-13) ()
	Vocational (9-11) ()
Secondary	Occupational (9-12) ()
	Composite/Comprehensive (9-13) . . ()
Other (DESCRIBE)	_____

No. _____

A INITIAL PLACEMENT

A-1 INTAKE

DIRECT TO SENIOR RESPONDENT

1. Can you give me a brief summary of what happens to a new student when he or she first comes to the school?

- () 1. Review of records presented (for example, O.S.R.)
() 2. School familiarization
() 3. Interviews with student and/or family
() 4. All students diagnostically assessed
() 5. Some students diagnostically assessed
() 6. Other

2. IF RESPONDENT MENTIONS ANY OF THE ABOVE, ASK THEM TO EXPAND ON EACH IN TURN. USE THE NUMBER FOR YOUR RECORDING.

3. IF THE RESPONDENT HAS NOT MENTIONED 4. OR 5. ABOVE ASK:

Do you ever include Diagnostic Assessment? yes () no ()

IF YES, what does this procedure include?

4. SUMMARIZE THE INTAKE PROCESS AS DESCRIBED SO FAR. READ BACK TO THE RESPONDENTS TO ENSURE ACCURACY.

HAND RESPONDENTS CARD 1 AND SAY:

On this card we have listed one way in which selected kinds of new students might be classified. Would you take a moment to look it over?

PAUSE BRIEFLY FOR READING, THEN ASK:

5. Do the intake and screening procedures differ among these cohorts of new students in any significant respect?

() no () yes

IF YES, ASK: How would you characterize these differences?

A-2 EVALUATION

HAND RESPONDENTS CARD 2

On Card 2 are some approaches which schools may use to evaluate students for placement purposes.

6. In making an initial assessment for group A students on Card 1, which 3 of them are given the most importance by your Board/School?

RECORD NUMBERS. IF OTHER IS CHOSEN, ASK FOR A DESCRIPTION; IF MORE THAN ONE, ASSIGN INDICES, REPEAT FOR B-1 TO C-5.

7. If there are no records presented which two are given the most importance for group A students?

REPEAT FOR COHORTS B-1 - C-5

Cohort	Most Important	If No Record
A	_____	_____
B-1	_____	_____
B-2	_____	_____
B-3	_____	_____
B-4	_____	_____
B-5	_____	_____
C-1	_____	_____
C-2	_____	_____
C-3	_____	_____
C-4	_____	_____
C-5	_____	_____
Other	_____	_____

(Past 4, Current 9)

A-3 TESTING

HAND RESPONDENT CARD 3 AND 3.1.

On Card 3 is an extensive list of tests which are used.

8. Do you use any of these tests for initial placement? () yes () no

IF NO, ANSWER QUESTION 9

IF YES, PROCEED TO QUESTION 10.

9. If no testing is done, how is initial placement monitored. Describe.

PROCEED TO QUESTION 19.

IF YES:

10. Which of the tests on Card 3 are most frequently used by your Board/
School for the group A students on Card 1?

REPEAT FOR COHORTS B-1 - C-5

IF ONLY 1 or 2 TESTS GIVEN PROBE: SAY - Are there any other tests
you may ever use?

COHORT

Tests Used Most Frequently

A	_____
B-1	_____
B-2	_____
B-3	_____
B-4	_____
B-5	_____
C-1	_____
C-2	_____
C-3	_____
C-4	_____
C-5	_____

IF OTHER (53) IS CHOSEN- RECORD NAME OF TEST. ASSIGN INDICES IF MORE THAN ONE

Other

HAND RESPONDENT CARD 3a

11. When tests are given to the cohorts of students listed on Card 1 are the tests modified in any way?

() no

() yes. RECORD NUMBERS IF OTHER (8) IS CHOSEN, DESCRIBE

12.

COHORT

Modifications

A	_____	_____	_____	_____
B-1	_____	_____	_____	_____
B-2	_____	_____	_____	_____
B-3	_____	_____	_____	_____
B-4	_____	_____	_____	_____
B-5	_____	_____	_____	_____
C-1	_____	_____	_____	_____
C-2	_____	_____	_____	_____
C-3	_____	_____	_____	_____
C-4	_____	_____	_____	_____
C-5	_____	_____	_____	_____

Other (8)

13. In interpreting the test results do you compensate for cultural differences in any way?

() no

() yes RECORD NUMBERS, IF OTHER (12) IS CHOSEN, DESCRIBE

14. COHORT

Compensations

A	—	—	—	—
B-1	—	—	—	—
B-2	—	—	—	—
B-3	—	—	—	—
B-4	—	—	—	—
B-5	—	—	—	—
C-1	—	—	—	—
C-2	—	—	—	—
C-3	—	—	—	—
C-4	—	—	—	—
C-5	—	—	—	—

Other (12)

15. If testing is done in order to assign a new student to a program of study, who initiates the testing process? PAUSE.

Who decides which tests are to be used? PAUSE.

Who is responsible for administering the tests? PAUSE.

Is there any individual responsible for the actual placement of the student?

	Initiate	Decide	Administer	Place
Consultant _____ (specify)	()	()	()	()
Counsellor	()	()	()	()
Parent	()	()	()	()
Principal	()	()	()	()
Psychologist	()	()	()	()
Teacher (classroom/homeroom)	()	()	()	()
Teacher (ESL/D)	()	()	()	()
Teacher (Special Ed.)	()	()	()	()
Other (specify)	()	()	()	()

16. We would like to find out how test results are reported.
By whom is the report made?

(title of person)

17. To whom is the report made and in what manner?

<u>To Whom</u>	<u>Manner</u>			
	Written Report Only	Case Conference	Interview Involving	Follow Up In Writing
Consultant _____ (specify)	()	()	()	()
Counsellor	()	()	()	()
Parents	()	()	()	()
Principal	()	()	()	()
Psychologist	()	()	()	()
Teacher -classroom/homeroom	()	()	()	()
Teacher -ESL/D	()	()	()	()
Teacher -Special Education	()	()	()	()
Student	()	()	()	()
Other	()	()	()	()

18. IF A CASE CONFERENCE IS INDICATED ASK

When is the case conference held:

before placement ()
at the time of ()
after placement ()

A-4 SPECIAL PLACEMENT

19. What factors would indicate a need for special placement initially among students on Card 1 transferring into your Board/School?

20. In instances where it appears that students need special placement initially do the procedures for assessment differ from students who are placed in regular programs?

() no
() yes

21. IF YES - How do they differ?

22. Where do students go to receive these special programs?

	Regular School			Special School		
	C	PW	TW	C	PW	TW
Elementary JK/K-8	()	()	()	()	()	()
Junior JK/K-6	()	()	()	()	()	()
Senior 7-8	()	()	()	()	()	()
Junior High 7,8,9	()	()	()	()	()	()
High 9-13	()	()	()	()	()	()
Collegiate 9-13	()	()	()	()	()	()
Vocational 9-11	()	()	()	()	()	()
Occupational 9-12	()	()	()	()	()	()
Composite/Comprehensive 9-13	()	()	()	()	()	()
Other (specify)	()	()	()	()	()	()

Board Interview	()	()	()	()	()	()
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CODE: C - Contained
PW - Partial Withdrawal
TW - Total Withdrawal

A-5 PROGRAMS

HAND RESPONDENT CARD 4

On this card are a number of special programs, or courses of study to which all cohorts of students on Card 1 may be assigned. You will notice at the bottom of the card that any of the programs may be classified as contained, withdrawal or itinerant. You may have some programs which will include 2 or all 3 of these. We realize that your programs may have a slightly different name. We would appreciate it if you could tell us how they correspond to our categories.

If this is not possible, please note that No. 29 (other) allows you to give us anything we have omitted.

PAUSE WHILE RESPONDENTS READ AND STUDY CARD.

23. Could you give me the number of the programs which your Board/School has. Please indicate if they are Contained, Withdrawal or Itinerant. Perhaps it would be easiest to proceed from 1 - 29 down the card. REMEMBER TO RECORD ONLY THOSE AVAILABLE IN THAT BOARD OR THAT PARTICULAR SCHOOL.

23.	CLASS	Contained	Withdrawal	Itinerant	NOT
I	Special Education	()	()	()	()
	(1) Behavioural	()	()	()	()
	(2) Compensating	()	()	()	()
	(3) Comprehensive	()	()	()	()
	(4) Deaf	()	()	()	()
	(5) Emotionally Disturbed	()	()	()	()
	(6) Gifted Enrichment	()	()	()	()
	(7) Gifted Accelerated	()	()	()	()
	(8) Health	()	()	()	()
	(9) Hearing	()	()	()	()
	(10) Home Instruction	()	()	()	()
	(11) Hospital and Institutional	()	()	()	()
	(12) Language	()	()	()	()
	(13) Learning Centre	()	()	()	()
	(14) Opportunity primary	()	()	()	()
	(15) Opportunity junior	()	()	()	()
	(16) Opportunity senior	()	()	()	()
	(17) Orthopedic	()	()	()	()
	(18) Perceptual	()	()	()	()
	(19) Reading	()	()	()	()
	(20) Remedial	()	()	()	()
	(21) Speech	()	()	()	()
	(22) Vision	()	()	()	()
	(23) Educable Mentally Retarded	()	()	()	()
	(24) Trainable Mentally Retarded	()	()	()	()
	(25) English as a Second Language	()	()	()	()
	(26) External Placements	()	()	()	()
	(27) Vocational	()	()	()	()
	(28) Occupational	()	()	()	()
	(29) Other	()	()	()	()

Do you have programs we have omitted from the list? If so, would you please describe them to me.

RECORD USING 29 AND INDICES

24. Which programs mentioned in Card 4 are used in your Board/School to accomodate students in categories B and C?

CLASS	B-1	B-2	B-3	B-4	B-5	C-1	C-2	C-3	C-4	C-5
I Special Education	()	()	()	()	()	()	()	()	()	()
(1) Behavioural	()	()	()	()	()	()	()	()	()	()
(2) Compensating	()	()	()	()	()	()	()	()	()	()
(3) Comprehensive	()	()	()	()	()	()	()	()	()	()
(4) Deaf	()	()	()	()	()	()	()	()	()	()
(5) Emotionally Disturbed	()	()	()	()	()	()	()	()	()	()
(6) Gifted Enrichment	()	()	()	()	()	()	()	()	()	()
(7) Gifted Accelerated	()	()	()	()	()	()	()	()	()	()
(8) Health	()	()	()	()	()	()	()	()	()	()
(9) Hearing	()	()	()	()	()	()	()	()	()	()
(10) Home Instruction	()	()	()	()	()	()	()	()	()	()
(11) Hospital and Institution	()	()	()	()	()	()	()	()	()	()
(12) Language	()	()	()	()	()	()	()	()	()	()
(13) Learning Centre	()	()	()	()	()	()	()	()	()	()
(14) Opportunity primary	()	()	()	()	()	()	()	()	()	()
(15) Opportunity junior	()	()	()	()	()	()	()	()	()	()
(16) Opportunity senior	()	()	()	()	()	()	()	()	()	()
(17) Orthopedic	()	()	()	()	()	()	()	()	()	()
(18) Perceptual	()	()	()	()	()	()	()	()	()	()
(19) Reading	()	()	()	()	()	()	()	()	()	()
(20) Remedial	()	()	()	()	()	()	()	()	()	()
(21) Speech	()	()	()	()	()	()	()	()	()	()
(22) Vision	()	()	()	()	()	()	()	()	()	()
(23) Educable Mentally Retarded	()	()	()	()	()	()	()	()	()	()
(24) Trainable Mentally Retarded	()	()	()	()	()	()	()	()	()	()
(25) English as Second Language	()	()	()	()	()	()	()	()	()	()
(26) External Placements	()	()	()	()	()	()	()	()	()	()
(27) Vocational	()	()	()	()	()	()	()	()	()	()
(28) Occupational	()	()	()	()	()	()	()	()	()	()
(29) Other	()	()	()	()	()	()	()	()	()	()

Other _____

No accommodation ()

Explanation _____

25. Overall, which two of the programs on Card 4 do you consider to be most useful for the students in cohorts B and C?

Least Useful?

COHORT	Most Useful	Least Useful
B-1	_____	_____
B-2	_____	_____
B-3	_____	_____
B-4	_____	_____
B-5	_____	_____
C-1	_____	_____
C-2	_____	_____
C-3	_____	_____
C-4	_____	_____
C-5	_____	_____

26. Have you any new programs under development?

() no

() yes

IF YES DESCRIBE AND PROBE - Which groups of students are they designed for?

COHORT	Description
_____	_____
_____	_____
_____	_____
_____	_____

27. Do any of the groups of students in Card 1 need programs which are not currently available? Please describe the type of program needed.

COHORT	Program Needed
_____	_____
_____	_____

B FOLLOW-UP TO INITIAL PLACEMENT

B-1 REVIEW

Sometimes the placements of one or more students are reviewed and perhaps revised. We would like to explore this next.

28. What is the most likely way in which the review of a placement is initiated in your Board/School?

In what other ways may the review be initiated?

PROBE: IF RESPONDENT MENTIONS NONE OF THESE SAY-

Is there routine screening of student progress?

Could the procedure be initiated by a teacher?

PROCEED DOWN THE LIST.

	Most likely	Other
Routine screening of student progress	()	()
Request for review by teacher	()	()
Request for review by parent	()	()
Request for review by counsellor/psychologist	()	()
Complaint from student	()	()
Request from outside source/clinic	()	()

29. In your opinion what is the most frequent difficulty which causes each of the groups of students in Card 1 to be referred for a reassessment.

PROBE FOR COHORTS B and C

COHORT Reasons for Reassessment

A	_____
B-1	_____
B-2	_____
B-3	_____
B-4	_____
B-5	_____
C-1	_____
C-2	_____
C-3	_____
C-4	_____
C-5	_____

Would you take a moment to go back to Card 2.

30. In reviewing a placement, which 3 of these factors are given the most importance by your Board/School for a student in COHORT A?
REPEAT FOR COHORTS B-1 to C-5

COHORT	Most Important		
A	_____	_____	_____
B-1	_____	_____	_____
B-2	_____	_____	_____
B-3	_____	_____	_____
B-4	_____	_____	_____
B-5	_____	_____	_____
C-1	_____	_____	_____
C-2	_____	_____	_____
C-3	_____	_____	_____
C-4	_____	_____	_____
C-5	_____	_____	_____
Other (4,9)	_____	_____	_____

B-2 TESTING

31. Please refer to Cards 1 and 3. If testing is a component of the reassessment of a student's placement, which of the tests on Card 3 are most frequently used in the reassessment of placements for students on Card 1?

COHORT	Test Used							
A	_____	_____	_____	_____	_____	_____	_____	_____
B-1	_____	_____	_____	_____	_____	_____	_____	_____
B-2	_____	_____	_____	_____	_____	_____	_____	_____
B-3	_____	_____	_____	_____	_____	_____	_____	_____
B-4	_____	_____	_____	_____	_____	_____	_____	_____
B-5	_____	_____	_____	_____	_____	_____	_____	_____
C-1	_____	_____	_____	_____	_____	_____	_____	_____
C-2	_____	_____	_____	_____	_____	_____	_____	_____
C-3	_____	_____	_____	_____	_____	_____	_____	_____
C-4	_____	_____	_____	_____	_____	_____	_____	_____
C-5	_____	_____	_____	_____	_____	_____	_____	_____

53(other) RECORD NAME, ASSIGN INDICES IF REFERRED TO ABOVE.

PLEASE REFER TO CARD 3a

32. When tests are given to the groups of students listed on Card 1 are they modified in any way?

() no

() yes RECORD NUMBERS, DESCRIBE OTHER, ASSIGN INDICES

33. COHORT Modifications

A	_____	_____	_____	_____
B-1	_____	_____	_____	_____
B-2	_____	_____	_____	_____
B-3	_____	_____	_____	_____
B-4	_____	_____	_____	_____
B-5	_____	_____	_____	_____
C-1	_____	_____	_____	_____
C-2	_____	_____	_____	_____
C-3	_____	_____	_____	_____
C-4	_____	_____	_____	_____
C-5	_____	_____	_____	_____
Other (8)	_____	_____	_____	_____

34. In interpreting the test results do you compensate for cultural differences in any way?

() no

() yes RECORD NUMBERS, DESCRIBE OTHER, ASSIGN INDICES

35. COHORT Compensations

A

B-1

B-2

B-3

B-4

B-5

C-1

C-2

C-3

C-4

C-5

Other (9)

36. If testing is done in order to reassess a student placement who initiates the testing process? PAUSE

Who decides which tests are to be used? PAUSE

Who is responsible for administering the tests?

	Initiate	Decide	Administer
Consultant _____ (specify)	()	()	()
Counsellor	()	()	()
Parent	()	()	()
Principal	()	()	()
Psychologist	()	()	()
Teacher - classroom/homeroom	()	()	()
Teacher - ESL/D	()	()	()
Teacher - Special Education	()	()	()
Other - specify	()	()	()

37. We would like to find out how test results are reported.
By whom is the report made?

(title of person)

38. To whom is the report made and in what manner?

<u>To Whom</u>	<u>Manner</u>			
	Written Report Only	Case Conference	Interview Involving	Follow Up In Writing
Consultant _____ (specify)	()	()	()	()
Counsellor	()	()	()	()
Parents	()	()	()	()
Principal	()	()	()	()
Psychologist	()	()	()	()
Teacher - classroom/homeroom	()	()	()	()
Teacher - ESL/D	()	()	()	()
Teacher - Special Education	()	()	()	()
Student	()	()	()	()
Other	()	()	()	()

B-3 COUNSELLING

39. Does board policy require the student to be counselled during the placement process?

() no

() yes

IF YES:

40. How long has this policy been in effect?

less than 1 year ()

less than 2 years ()

over 2 years but less than 3 years ()

3 years and over ()

41. At what stages in the whole school process may the student be counselled? Is this a group or individual session?

RECORD MENTIONS	Individual	Group
Intake/Reception	()	()
Initial Placement	()	()
If problem seems apparent with initial placement	()	()
During review and testing	()	()
At second placement	()	()
Other (specify)	()	()

42. Does this procedure vary for any of the students on Card 1?

() no

() yes

43. IF YES - Could you explain in what way the procedure may vary.

COHORT

A	_____
B-1	_____
B-2	_____
B-3	_____
B-4	_____
B-5	_____
C-1	_____
C-2	_____
C-3	_____
C-4	_____
C-5	_____

44. In this Board/School which personnel would be involved in the counselling process for students on Card 1?

	A	B-1	B-2	B-3	B-4	B-5	C-1	C-2	C-3	C-4	C-5
Consultant _____ (specify)	()	()	()	()	()	()	()	()	()	()	()
Counsellor	()	()	()	()	()	()	()	()	()	()	()
Parent	()	()	()	()	()	()	()	()	()	()	()
Principal	()	()	()	()	()	()	()	()	()	()	()
Psychologist	()	()	()	()	()	()	()	()	()	()	()
Teacher - classroom	()	()	()	()	()	()	()	()	()	()	()
Teacher - ESL/D	()	()	()	()	()	()	()	()	()	()	()
Teacher - Special Education	()	()	()	()	()	()	()	()	()	()	()
Interpreter	()	()	()	()	()	()	()	()	()	()	()
Other _____	()	()	()	()	()	()	()	()	()	()	()

45. Where would the counselling take place for the groups of students on Card 1?

Location	A	B-1	B-2	B-3	B-4	B-5	C-1	C-2	C-3	C-4	C-5
1.Student home	()	()	()	()	()	()	()	()	()	()	()
2.School	()	()	()	()	()	()	()	()	()	()	()
3.Special centre	()	()	()	()	()	()	()	()	()	()	()
4.Other	()	()	()	()	()	()	()	()	()	()	()

46. Under what circumstances would the location be other than the school?

47. How often would counselling take place in a location other than the school?

Frequently ()

Occasionally ()

Rarely ()

48. Can you give me a brief account of what happens at a counselling session in your Board/School?

49. Who attends the counselling sessions at which these subjects are discussed?

RECORD MENTIONS	consultant	counsellor	parents	principal	psychologist	teacher (class)	teacher ESL/D	teacher (sp.ed.)	student	other
Discuss testing/screening procedures	()	()	()	()	()	()	()	()	()	()
Discuss achievement shown to date	()	()	()	()	()	()	()	()	()	()
Interpret test results	()	()	()	()	()	()	()	()	()	()
Present program alternatives	()	()	()	()	()	()	()	()	()	()
Have interpreter present	()	()	()	()	()	()	()	()	()	()
Have other present	()	()	()	()	()	()	()	()	()	()

(specify)

Other topics discussed

52. IF A CASE CONFERENCE IS INDICATED ASK -

When is the case conference held?

before placement ()

at the time of ()

after placement ()

53 If a special program is recommended for a student, where do they go to receive it? Are these programs C, PW, TW?

	Regular School			Special School		
	C	PW	TW	C	PW	TW
Elementary JK/K-8	()	()	()	()	()	()
Junior JK/K-6	()	()	()	()	()	()
Senior 7-8	()	()	()	()	()	()
Junior High 7,8,9	()	()	()	()	()	()
High 9-13	()	()	()	()	()	()
Collegiate 9-13	()	()	()	()	()	()
Vocational 9-11	()	()	()	()	()	()
Occupational 9-12	()	()	()	()	()	()
Composite/Comprehensive 9-13	()	()	()	()	()	()
Other (specify)	()	()	()	()	()	()

Board Interview	()	()	()	()	()	()
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CODE: C - Contained

PW - Partial Withdrawal

TW - Total Withdrawal

C SUGGESTIONS

54. The problems of placing new students, especially new Canadians, are sometimes formidable. What, in your opinion, is the most difficult part of the placement problem?
-
-
-
-
55. Do you have any suggestions for alternative approaches, new or different programs, new methods, or other things which might be done to improve the accuracy and quality of student placements?
-
-
-
-
56. If you were free to bring about any change you wished, what change would you bring about, and why?
-
-
-
-

PROBE FOR RESPONSE ABOVE WHICH RELATE TO CARD 1 STUDENTS IF NOT EARLIER MENTIONED.

D EVALUATION

It may come as a surprise to know that this is the first study of its kind to be conducted in Ontario. We would like your opinion of the interview, the questions we have asked, and the factors we have overlooked.

57. Were the interview questions appropriate? If not, what should we change?

58. What factors have we overlooked, and how might a study of such issues be approached?

HAND RESPONDENTS PERSONAL DATA FORM (PINK) PLUS A PEN IF HANDY
ALLOW TIME FOR THEM TO COMPLETE

HAND RESPONDENT STUDENT DATA SHEET. SAY: Would it be possible for you to complete this form now - or would you prefer to mail it to us at your earliest convenience.

SAY IN YOUR OWN WORDS: Thank you very much for your time and cooperation in completing this survey. Your input has been most valuable to our study. Final copies of the research report will be available through the Ministry of Education upon completion.

PROFESSIONAL DATA

Your personal identification is unnecessary.

1. What is your job title? _____
2. How many years have you been in this position? _____
years
3. To what degree do your professional responsibilities involve the following activities:

	<u>total</u> <u>involvement</u>	<u>major</u> <u>involvement</u>	<u>minor</u> <u>involvement</u>	<u>not</u> <u>at all</u>
- initial contact with students	()	()	()	()
- initial placement	()	()	()	()
- counselling	()	()	()	()
- testing	()	()	()	()
- review of student placement	()	()	()	()
- student assessment	()	()	()	()

4. In view of both experience and education, in which one of the following areas would you say you are best qualified?

counsellor ()

teacher ()

principal ()

consultant ()

other (specify) _____

E STUDENT DATA SHEET

Board Name: _____

School Name: _____

Would you kindly complete this form at your earliest convenience. We would appreciate having as accurate an estimate as possible. A self-addressed, stamped envelope is attached for your use.

	All Students	All Portuguese	All East Indian	All West Indian
Elementary School	Total Enrollment			
	ESL/D			
	Special Ed. Gifted			
	Special Ed. Other			
High School	Level 5			
	Level 4			
	ESL/D			
	Other Levels (Specify)			
Vocational School	Vocational School/Courses			
	Occupational School/Courses			
	ESL/D			

POST INTERVIEW PROCEDURE

Immediately After Each Interview

1. Fill in the time in minutes on the Identification Sheet
2. Examine the interview schedule for:
 - a) Yes/No responses
 - b) Other categories - check that you codified your answer and inserted it in the appropriate column.
3. If you made note of any disagreements, backtracking, hedging note here question number, who, and on what.

4. Documents, manuals etc. referred to:

5. Did the respondent comment that this made him think about new areas?

() yes

() no

6. What comments/impressions do you have of this interview?

DEFINITIONS

Please make reference to the following definitions in completing the questionnaire.

1. New Canadian Students:

- a) recent newcomers - students between the ages of 6 and 16 who were born outside of Canada and arrived in Canada after April, 1975, or
- b) students between the ages of 6 and 16 whose parents have been in Canada for less than 10 years.

- 2. a) East Indian - students from India, Pakistan or Bangladesh
- b) Portuguese - students from Portugal and the Azores
- c) West Indian - students from the West Indies including Guyana.

PLEASE NOTE

"New Canadian Students" includes not only those groups listed in Definition 2 above, but also other new Canadian students who fit the definition. These should also be included in the total estimate of new Canadians.

SCHOOL SURVEY QUESTIONNAIRE

SCHOOL BOARD: _____
 NAME OF SCHOOL: _____
 SCHOOL ADDRESS: _____ TELEPHONE: _____
 *TYPE OF SCHOOL: _____
 GRADES/LEVELS: _____

1. Total Enrollment _____
2. Number of New Canadian Students (see definitions) _____
3. Total Enrollment of the following categories of students (refer to definitions)
 - East Indian _____
 - Portuguese _____
 - West Indian _____

* Types of School

Elementary (Junior JK/K-6)	(Junior High 7,8,9)	(Vocational 9-11)
(Senior 7-8)	High (High 9-13)	Secondary (Occupational 9-12)
	(Collegiate 9-13)	(Comprehensive 9-13)

4. Who is responsible for the reception and placement of new students?

Please indicate position and department.

5. Comments:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or printed text on the paper. A small, faint mark resembling a comma or a short stroke is visible near the center of the page, and another similar mark is located towards the bottom left corner.

APPENDIX B

CORRESPONDENCE



Ontario

305

Ontario Human
Rights
Commission

416/965-6841

400 University Avenue
Toronto Ontario

February 22, 1978

Professor Ronald J. Samuda
Faculty of Education
Queen's University
Kingston, Ontario
K7L 3N6

Dear Professor Samuda:

This will confirm our telephone conversation of
February 14, 1978, concerning your demographic
research on ethnic minority student concentrations.

It would appear from your proposal that the objectives
of the study and the mechanisms which are to be used
in the gathering, storage and retrieval of the data
obtained conform with both the letter and the spirit
of the Ontario Human Rights Code.

However, because it has been our experience that
information gained for one purpose may later be used
for different purposes unless appropriate safeguards
for its confidentiality are assured, we discussed
the mechanisms you will use that will guarantee that
data will be recorded in the aggregate, and that the
smallest unit of study will be the individual school.
Moreover, these data, I understand, will be centrally
stored with access to them available only to the
research team.

Please contact me if you require further information.

Yours sincerely,

Jill Armstrong, Manager
Program Review & Design

JA:mjd
cc:Joyce Burpee

Faculty of Education

Queen's University
Kingston, Ontario

Dear Sir/Madam:

Your Board of Education has graciously agreed to participate in a school survey aimed at identifying schools with significant concentrations of New Canadian students.

We would be pleased to have your co-operation in completing the enclosed questionnaire and returning it to us by _____.
A stamped-addressed envelope is enclosed for your convenience.

Thank you in advance for your assistance in providing this information.

Yours sincerely,

Ronald J. Samuda

Ronald J. Samuda, Ph.D.
Principal Investigator
Professor and Chairman,
Counsellor Education



FACULTY OF EDUCATION
DUNCAN McARTHUR HALL

Queen's University
Kingston, Canada
K7L 3N6

Dear Principal,

Your Board has graciously agreed to participate in a study of procedures and practices used in the reception, assessment and placement of students in school systems throughout Ontario.

Enclosed please find a brief description of the study and a description of the schedule upon which interviews will be based.

We would very much appreciate having your cooperation and look forward to following up this initial contact at your very earliest convenience.

Thanking you in anticipation.

Yours sincerely,

Ronald J. Samuda, Ph.D.
Principal Investigator

RJS/es
Encl.

A Description of the Interview Schedule

The interview schedule is intended to elicit information related to the counselling, testing, assessment and placement of students. The aim of this exercise is to gain an understanding of how the school systems in Ontario are responding to changes in the school population.

Our specific objective is, through face-to-face interviews, to get as complete a description as possible of each aspect of the study in order to obtain a clear profile of policies, procedures and practices as related to:

1. Intake, diagnostic assessment and placement.
2. Testing.
3. Special courses and programs.
4. Approaches to student evaluation.
5. Counselling and follow-up.

The interview schedule consists of an instrument of approximately 56 questions and should not take more than an hour of your time. This instrument has been subjected to review by a number of specialists throughout the Ontario school system and has been field-tested. The instrument will be administered to individuals and/or groups at: (a) Board level and (b) School level. The interview may be conducted on a one-to-one basis, or with a group if other professional staff (at the Board/School level) are involved in the wide variety of actions which occur in the intake and placement process.

In designing the instrument the procedure allows for the gathering of information: that can be rapidly collected; in a form that can be easily processed; that places minimum demands upon the time of Board and School personnel.

As you will understand, the specific instrument cannot be circulated to respondents in advance and as a matter of course without seriously compromising its validity and reliability as a research tool.

We look forward to your cooperation in this project.

APPENDIX C

FURTHER ITEMS RELATING
TO INTERVIEW ANALYSIS

309

337

RESPONSES TO QUESTIONS 55 AND 56 WHICH OCCURRED
AT A FREQUENCY LEVEL OF 3 PERCENT OR LESS AFTER
THE FINAL AGGREGATE

From the low concentration area:

- More money.
- ESL/E for credit.
- Sensitize Canadian students and encourage them to appreciate problems and achievements of new Canadians.
- Involve the parents in the school.
- Give lessons in parenting.
- Pre-kindergarten for kids in non-English speaking neighbourhood.
- Wipe out all group IQ testing, it is nothing short of a crime to use them for individual decisions.
- Test in mother tongue.
- Teacher training should include Special Education.
- More communication between educational systems.
- Language classes in mother tongue.
- Interpreters.
- Better communication for immigrants about services available.
- Gifted new Canadians must also be recognized, especially in Math and French.
- Exchange visits and information with other countries.
- Centralize evaluation and assessment records.

From the medium concentration area:

- Community resources with staff able to understand.
- Immigration requirement, that the parents learn English.

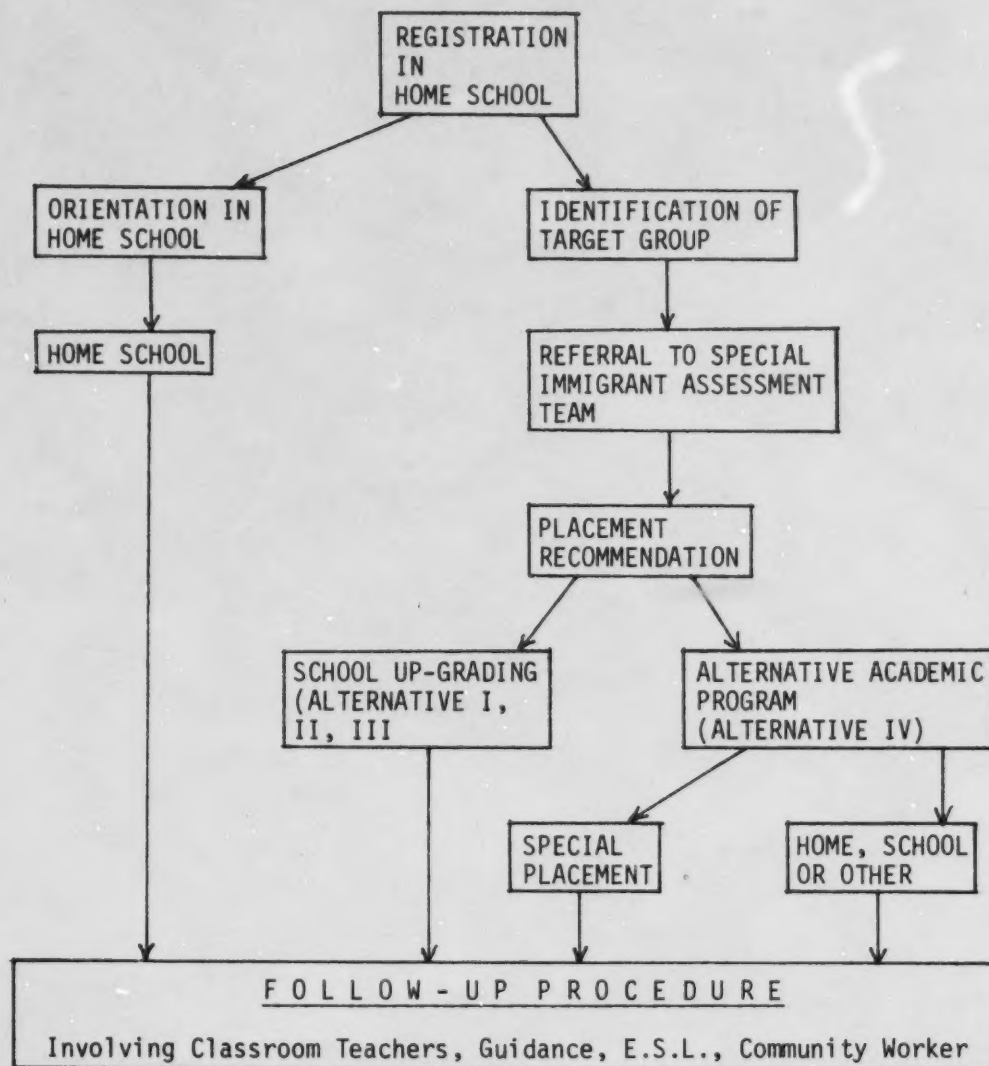
From the high concentration area:

- Realistic expectations from the board.
- Ethnic staff to reflect student body.
- More precise testing.
- Multi-entry junior kindergarten.
- Screen immigrants before entry. Would prefer West Germans, Japanese, and Chinese to Portuguese and West Indians.
- More interpreters.

MODIFICATIONS TO TEST PROCEDURES
WHERE THE STUDENTS INVOLVED
ARE WEST INDIAN IMMIGRANTS

- The term subtract means minus or take away (-).
- $3 \overline{)12}$ is a long division problem.
- Rewrite $\begin{array}{r} \frac{1}{3} \\ + \frac{1}{6} \\ \hline \end{array}$ to $\frac{1}{3} + \frac{1}{6}$ (the horizontal form is more commonly used in the West Indies).
- Common denominator used as L.C.M. (Least Common Multiple) in the West Indies in the public school system.
- $4/6$ should be accepted, though $2/3$ is the "more correct" answer.
- Timing should be flexible even within an arbitrary limit of 30 minutes.
- Stress student answers, not method. Allow the student to use his/her own method. Remember his/her problem-solving method is a good indication of how and what he/she was taught. Don't expect him/her to know the "Canadian way", is the admonition given with respect to test procedures.
- Deficiencies in the Monroe Sherman arithmetic sub-test have been observed. For example, in order to compensate for the omission of geometry or problems which would demonstrate student facility in problem selection, a teacher-made check list may be substituted.
- The PIAT mathematics sub-test is considered reminiscent of the mental arithmetic exercises which are given as common practice in the West

Indies. West Indian students tend to score better on this test than on the Monroe Sherman arithmetic computation test. The PIAT is considered as covering a wide variety of basic mathematics including geometry. Its relative shortness, ease in administering and scoring, makes it a useful addition to the assessment process. But it may be necessary to make similar changes as with the Munroe Sherman.

FLOW CHARTASSESSMENT AND FOLLOW-UP PROCESS FOR
IMMIGRANT CHILDREN

AN ANNOTATED BIBLIOGRAPHY
for
CURRENT METHODS IN THE TESTING, ASSESSMENT,
COUNSELLING AND PLACEMENT OF ETHNIC MINORITY STUDENTS
IN THE PROVINCE OF ONTARIO

Ronald J. Samuda, Ph.D.
Principal Investigator
Douglas H. Crawford, Ph.D.
Associate Investigator
Winston Tinglin, M.Ed.
Research Associate
Leila Philip, M.Ed.
Research Associate

Faculty of Education
Queen's University
Kingston, Ontario

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under Ministry of Education
Contract Number 213

November, 1978

INTRODUCTION

This annotated bibliography has been written specifically as an adjunct for the Ministry of Education Contract Number 213. This volume, therefore, represents a companion piece for the larger research project entitled "Current Methods in the Testing, Assessment, Counselling and Placement of Ethnic Minority Students in the Province of Ontario".

The research was conducted through the twelve-month period from October, 1977 to November, 1978 at the Faculty of Education, Queen's University.

The body of the text is divided into six sections as follows:

1) Adjustment Problems: Immigrant Minorities; 2) Counselling; 3) Cultural Diversity; 4) Language Concerns; 5) Multicultural Programs; and 6) Testing. This aspect of the project was written by Mrs. Leila Philip, Research Associate of the project under the direction of the investigators, Dr. Ronald Samuda and Dr. Douglas Crawford of the Faculty of Education at Queen's University, Kingston, Ontario.

The information contained in this work was derived from several sources, chief among which are the libraries of Queen's University, Faculty of Education at Duncan McArthur Hall, and the Douglas Library; the library of the Ontario Institute for Studies in Education, Toronto; the Brigham Library of the Educational

Testing Service, Princeton, New Jersey.

As can be gauged from a reading of the text, this work was not intended to be exhaustive. Our main purpose has been to provide a broad base of potential and significant source materials at the provincial, national and international levels. And, although we could find no study which would parallel our own enterprise in researching the reception and placement of ethnic minority immigrants into the educational system of Ontario, we were able to locate several relevant studies, books, periodical articles and monographs having significant relationship to the issues we were exploring in the Province of Ontario. Moreover, it is our hope that this volume of annotated bibliographic sources will be of value for those researchers who might be interested in doing future studies similar to that of our own.

Ronald J. Samuda, Ph.D.
Principal Investigator
Professor, Counsellor Education
Psychology and Philosophy Area.

1. ADJUSTMENT PROBLEMS: IMMIGRANT MINORITIES

Anderson, W.W. and Grant, R.W. The New Newcomers: Problems of Adjustment of West Indian Immigrant Children in Metropolitan Toronto Schools. Toronto: Ministry of Education, Ontario, 1975.

Investigates the dimensions of the adjustmental problems of West Indian school children in Metropolitan Toronto Schools. Some of the findings of this study were: (1) Main adjustment problems social and cultural: educational problems mainly sociocultural. (2) Many problems resulted from initial placement and determining grade attainment-equivalence, often because of lack of adequate documentation from last school. (3) Considerable lack of knowledge of West Indian school system by Canadian teachers and reciprocal lack of knowledge of Metropolitan Toronto system by West Indian parents, accentuated by little contact between home and school. Document includes bibliography, self-made questionnaire, Teacher Interview Guide and Parents' Interview Guide.

Bazeli, F. "Integrating the Desegregated School." NASSP Bulletin, 60(397), pp. 80-84, February, 1976.

It is self-defeating for a school staff to attempt to destroy informal sub-group organizations, believes this author. He gives suggestions for helping minority groups to become more cohesive with the student body.

Beserve, C.A. "West Indian Immigrant Children: A Study of Adjustment." M.A. Thesis, University of Toronto, 1973.

This study does three things: (1) it reviews and categorizes all the available material dealing with adjustment problems of West Indian children in Britain and North America; (2) it advances an hypothesis which attempts to provide an explanation for these adjustment problems; (3) it attempts to isolate some areas of needed research in Ontario and to generate hypothesis to guide investigation into these areas.

Beserve, C.A. "Adjustment Problems of West Indian Children in Britain and Canada: A Perspective and a Review of Some Findings." In Black Students in Urban Canada - A Special Issue of T.E.S.L. Talk. Ontario Ministry of Culture and Recreation, pp. 123-141, January, 1976.

An overview of some problems encountered by children of West Indian descent in Canada. The article emphasizes the deleterious effects of the use of IQ tests on these children whose language (West Indian English) is different from that (Standard English) of the test.

Coelho, A.M. Conflicts and Adjustments of Portuguese Youth in School, Home and Community. Toronto: Ontario Ministry of Culture and Recreation, 1973.

Focusing on the Portuguese community of Cambridge (Galt), Ontario, this paper analyzes "some of the problems which young Portuguese people face in their confrontation with school, home and community". The author bases comments on her own family's experiences to illustrate problems such as school placement, language, discipline and family relationships.

Danziger, K. The Socialization of Immigrant Children, Part I. Toronto: York University, Institute of Behavioral Research, Ethnic Research Program, 1971.

This detailed investigation of the socialization of immigrant children is particularly concerned "about the kind of place in society for which the individual's socialization has prepared him". It focuses on the relationship between education (both before and after arrival in Canada) and the subsequent socialization of Italian immigrant students in Grade 8 in a specified area of Metropolitan Toronto. A group of German immigrant students provides a comparison. The questionnaires distributed to students and parents are included.

Driedger, L. "Ethnic Self-Identity: A Comparison of Ingroup Evaluations." Sociometry, 39(2), pp. 131-141, June, 1976.

This study defines and explains various expressions of ethnicity by the use of an inventory designed to measure degrees of self-identity with respect to ingroup affirmation, ingroup denial, ideal self-identity and real self-identity.

Gwinn, D.G. Poor School Performance: Contributing Factors and Consequences with Emphasis on the Non-White Child. Chicago, Ill.: The Council for Exceptional Children, 1976. (Paper presented at the Annual International Convention, 1976.)

Research on poor school performance - with emphasis on the non-white child - is discussed in terms of differences children bring to school, the school process, and consequences of poor school performance. Examined are such areas as poor achievement, lower self-concept, conduct problems, and difficulties in relationships with peers and teachers which are influenced by poor school performance.

Hayes, E.J. "Environmental Press and Psychological Need as Related to Academic Success of Minority Group Students." Journal of Counselling Psychology, 21(4), pp. 299-304, July, 1974.

The Stern indexes, used to assess the relationship between press and need as related to academic success among minority

students, served as the criterion to test the hypothesis that a significant relationship exists between psychological needs and environmental presses. Results of the study suggest a confirmation of this hypothesis.

- Kim, H. "Education of the Korean Immigrant Child." Integrated Education, 15(1), pp. 15-18, January, February, 1977.

Notes that the socialization to which Korean children are subject from infancy to adolescence accounts for much of the difficulty which they face in dealing with basic American values.

- Law, H. "The New Canadian Child." Quest, 7-8, 14-15, pp. 23-26, June, 1968.

Surveying the responses by various agencies to immigrant families and their school age children, the author cites specifically approaches to the situation by the Toronto Board of Education, two Montreal schools, two Toronto churches and a community group. The difficulties arising between parents and children in terms of cultural adjustment are stressed.

- Noble, T. and Ryan, M. "What Does School Mean to the Greek Immigrant Parent and His Child." Australian Journal of Education, 20(1), pp. 38-45, March, 1976.

In an attempt to gain some insights into what may be potential problem areas in the migrant child's adjustment and search for identity, this paper focuses on the expectations, attitudes and perceptions of Greek immigrant parents toward primary school and the role of the teacher.

- Rist, R.C. "Student Social Class and Teacher Expectations: The Self-Fulfilling Prophecy in Ghetto Education." Harvard Educational Review, 40(3), pp. 411-451, August, 1970.

The interacting forces of poverty stricken youth, teachers' behavior towards these youth and the influence of this behavior on subsequent academic performance are studied.

- Rodriguez, A. "The Challenge for Educators." National Elementary Principal, 50(2), pp. 18-19, November, 1970.

Describes some problems facing Spanish speaking students including inability to work with English achievement tests and the noncultural attitude of schools. The report argues that administrators and teachers must change their attitudes and that the whole school system must be refashioned to include the bilingual child.

- Sue, D.W. and Sue, D. "Understanding Asian-Americans: The Neglected Minority." Personnel and Guidance Journal, 51(6), pp. 386-389, February, 1973.

An overview of adjustment difficulties of Asians in America. This article is part of a series presented to enlighten counsellors, educators and personnel workers, about the Asian experience and its implications for working with this ethnic group.

The Threshold. Motion Picture. Toronto: National Film Board, 1959.

This twenty-three minute, black and white film is a portrayal of the adjustments faced by every immigrant family upon first contact with the Canadian educational system. It anticipates some of the problems and suggests organizations that can help.

Watanabe, C. "Self-Expression and the Asian-American Experience." Personnel and Guidance Journal, 51(6), pp. 390-396, February, 1973.

This is an article about self-expression as a unique characteristic and adjustment problem of Asian American students and the implications of this for counsellors and educators.

Welch, R. "Cultural Traditions and Social Change." T.E.S.L. Talk, 7(3), pp. 2-5, June, 1976.

ESL (English as a Second Language) teachers must be aware of the various cultures the students come from, of the problems newcomers face and of their aspirations and expectations of the school system. Multiculturalism, rather than mere adaptation to the existing culture is the goal.

2. COUNSELLING

Aguilar, I. "Initial Contacts with Mexican-American Families." Social Work, 17(3), pp. 66-70, May, 1972.

The author points out cultural values and patterns of behavior among Mexican-Americans and barriers to assimilation in an alien society that demand adaptation of the initial contact phases of social work. How the technique was adapted to provide effective counselling and achieve agency-client partnership is illustrated.

Anderson, G.M. "Counselling in Multicultural Society." School Guidance Worker, 32(3), pp. 50-53, January, 1977.

The author outlines problems that immigrant children confront in attempting to adjust to conflicting multicultural demands.

They are often caught between cultural expectations of their parents and those of their peers. Aware counsellors are needed in local school settings.

- Anderson, G.L. and Fuller, C. "A Focus on Career Guidance." Journal of Non-White Concerns in Personnel and Guidance, 5(1), pp. 29-33, October, 1976.

Analyzes historical perspectives for career guidance of blacks. The authors discuss concerns and implications for the future of career guidance.

- Aragon, J.A. and Ulibarri, S.R. "Learn, Amigo, Learn." Personnel and Guidance Journal, 50(2), pp. 87-89, October, 1971.

The authors of this article relate their thoughts about ethnic conflicts in general. They confront guidance personnel with their dealing with culturally different clients.

- Ashworth, M. "The English as a Second Language Program and the School Counselling Service." School Guidance Worker, 32(3), pp. 29-33, January, 1977.

In her survey of 175 adult immigrants, the author found that very few of her respondents had received bilingual help from local schools or English as a Second Language (ESL) programs. The importance of ESL teachers and school counsellors in helping children and parents learn a second language is stressed. Strategies are suggested.

- Atlas, J.W. "Consulting: Affecting Change for Minority Students." Journal of Non-White Concerns in Personnel and Guidance, 3(4), pp. 154-160, July, 1975.

Discusses uses of a consulting strategy for work with minority group students. The consultant-consultee client model is presented as a way to promote positive attitudes and appropriate behaviors. The role of consultation in establishing objects to use in evaluating educational programs is discussed and the importance of the consultant working with adults vital to the life of the minority student is stressed.

- Bancroft, G. "Differential Concerns of the Two Disciplines: The Counsellor's Clients from a Sociologist's Vantage." School Guidance Worker, 30(5), pp. 35-40, June, 1975.

Examines the manner in which some sociological factors such as class, ethnicity, race and immigrant status impinge on education and concludes that counsellors must be more sensitive to cultural differences.

Banks, W. "Group Consciousness and the Helping Professions." Personnel and Guidance Journal, 55(6), pp. 319-322, 327-330, February, 1977.

If the counselling profession has changed in recent years, it is largely due to the effect of Third World and minority group movements and to the new questions that counsellors were compelled to face. The relationship between group consciousness and the helping professions is presented.

Bellenger, J. et al. Project Careers: Career Guidance for Adults. Focus on Ethnic Minorities and Women. Two Program Models: Implementation and Evaluation. Final Report. Washington, D.C.: Office of Education (DHEW). Metropolitan Adult Education Program, San Jose, California, February, 1976.

This project was developed to improve career guidance services for adults, particularly ethnic minorities and women. General objectives for the project were: (1) to identify viable career guidance, counselling, placement and follow-up approaches being used with adult populations; (2) to implement and field test two of these approaches and design prototype materials based on the identified models, and (3) to disseminate a catalog of viable adult career guidance approaches. Kits and evaluation instruments are included in the final report.

Benjamin, L. and Pratt, R. (Eds.) Transcultural Counselling: Needs, Programs and Techniques. Ann Arbor, Michigan: ERIC Clearinghouse on Counselling and Personnel Services, 1975.

This extensive monograph, authored by subject experts speaks to the special needs of four major minority groups in the United States: American Indians, Blacks, Chicanos and Mexican-Americans. Special counsellor training programs are described which help provide awareness of cultural differences and tools for working with minority populations especially in the schools.

Brooks, L.P. Developing Communication Skills and Program Strategies in Career Guidance for Ethnic Minorities. Palo Alto, California: American Institute for Research in the Behavioral Sciences, 1976.

This module is designed for use by guidance personnel in grades K-12 and at the post-secondary level. It is designed as a six-hour workshop to be run by a coordinator. The participants' module contains information and workshop activities designed to develop skills in communication, self-concept and career management. The assumption made in this material is that, while all students need assistance in identifying and exploring career goals, minority students have greater obstacles to overcome and hence need additional assistance.

Brooks, L.P. Developing Communication Skills and Program Strategies in Career Guidance for Ethnic Minorities. Coordinator's Guide. Palo Alto, California: American Institute for Research in the Behavioral Sciences, 1976.

This module is designed for use by guidance personnel in grades K-12 and at the post-secondary level. The Guide defines the coordinator's role in four areas: setting the tone; setting the pace; facilitating discussion, and evaluating. Specific suggestions are given for preparing and carrying out the workshop as well as directions for running each activity. The Guide is used in conjunction with the participants' module.

Brownell, J. "Counselling New Canadians." School Guidance Worker, 28, pp. 17-20, May, June, 1973.

The assistant Head of Guidance at Toronto's Riverdale Collegiate Institute shares some of his own experiences in discussing the role and responsibility of the counsellor in dealing with the problems encountered by immigrant students.

Callao, M.J. "Culture Shock-West, East and West Again." Personnel and Guidance Journal, 51(6), pp. 413-416, February, 1973.

A counselling relationship involving an Asian-American client may be highly deceptive, because very real cultural conflicts are often camouflaged. Many counsellors do not attend to important concerns because the apparent acculturation of the counsellee makes it appear that any kind of cultural conflict either has already been resolved or never existed.

Christensen, E.W. "Counselling Puerto Ricans: Some Cultural Considerations." Personnel and Guidance Journal, 53(5), pp. 349-356, January, 1975.

Puerto Ricans comprise a significant percentage of potential clients for many counsellors. In this article the author discusses some values and traits that characterize Puerto Ricans and the behaviors that emerge from these traits. He offers practical suggestions for those counsellors who have Puerto Rican clients.

Cross, W.C. and MacDonald, B. "The Counsellor, The Mexican-American and the Stereotype." Elementary School Guidance and Counselling, 6(1), pp. 27-31, October, 1971.

To understand the cultural differences of Mexican-Americans the authors recommend an internship within the barrio or the inclusion of Mexican-American history or culture courses in the Anglo counsellor's program of study.

- D'Oyley, V. "Comments on Whether Multiculturalism Should Have an Impact on Testing and Counselling." School Guidance Worker, 30(4), pp. 9-13, April, 1975.

Discusses some problems encountered in educating students in a multicultural society.

- Elliston, I. "Social and Vocational Adjustment in a Multicultural Society: Implications for the School Counsellor." School Guidance Worker, 32, pp. 6-13, January, February, 1977.

The author presents some examples of problems experienced by minority group students and offers ten "constructive suggestions that could be implemented in any professional development program for counsellors" whom she sees as "community builders".

- Farlow, B.A. An Equal Chance: Handbook for Counselling Indian Students. Stevens Point: Wisconsin State University, 1971. (Available from EDRS.)

This handbook provides educational, vocational and resource information to aid teachers, advisors, and counsellors in guiding Indian students. Essentially, the handbook is a resource of contextual insight into the world of the Indian, in order that the counsellor, teacher or advisor may be better equipped to understand the world of the Indian, his needs and his perceptions of a white socioeconomic world. In effect, the handbook gives the view that the Indian is a member of our American culture and simultaneously, a member of a unique, valued sub-culture.

- Fletcher, B.J. and Kendall, K. "Developing Programs for Spanish Speaking Students." Elementary School Guidance and Counselling, 9(3), pp. 241-244, March, 1975.

Describes a counselling program in a junior high school in Washington, D.C. that had students from practically every continent of the world with a particularly large Spanish speaking population. The article explains steps taken to orientate these students.

- Gardner, W.E. "Care, Concern and Commitment in Counselling the 'Invisible American': Challenge or Dilemma?" Journal of Non-White Concerns in Personnel and Guidance, 4(1), pp. 45-47, October, 1975.

Offers the following guidelines to counsellors in their work with minority groups as well as poor white youth: learning more about the real life of their clients and their parents, getting rid of cultural blinders, respect for the private lives of clients and responsibility for utilizing poor youths' potential.

Griffin, C.P. "Is Multiculturalism That Vital to a School's Guidance Department?" School Guidance Worker, 32(3), pp. 36-41, January, 1977.

The author outlines ways in which a guidance department can help a school to adapt to the needs of students of differing cultures and help these students prepare for education, jobs, and life in Canadian society.

Gunnings, T.S. "Preparing the New Counsellor." Counselling Psychology, 2(4), pp. 100-101, 1971.

A major emphasis of counselling psychology programs should be on training counsellors to bring about changes in the system since most of the problems brought to counsellors are ones that the ill-fated system has perpetuated. The article calls for young counsellors to become innovators, not protectors of the system.

Jackson, R. "Jacob's Ladder." Education and Training, 12(12), pp. 462-466, December, 1970.

Discusses two approaches in offering vocational guidance to West Indian children immigrants in Great Britain. One is a static approach which matches a child's abilities with available jobs, while the other is a dynamic approach involving assessment of the child's total personality, abilities and achievements before help is given.

Kutzik, A.J. "The Significance of Ethnicity in Staffing Corrections." Journal of Sociology and Social Welfare, 1(4), pp. 244-251, Summer, 1974.

As a result of California's groundbreaking Community Treatment Project, the personality of staff is considered as important as training. Because ethnically disparate staff and offenders have different and conflicting conceptions and expectations of social roles and the values and norms they incorporate, a "resocializing team" rather than exclusive reliance upon the traditional one-to-one counselling approach is suggested. The resocializing team should include staff of the same ethnic background as the offender. The fallacy of considering only racial and linguistic minority groups to be ethnically distinct should be avoided.

Lawlis, G.F. and Barr, A. "Some Considerations in the Education of Minority Rehabilitation Counsellors: A Southwestern University." Rehabilitation Literature, 35(4), pp. 110-111, April, 1974.

Focuses on three aspects of graduate education in psychology for minority students: recruitment, teaching, placement.

Lewin, M. et al. "And the Walls Came Tumbling Down." Professional Psychology, 3(4), pp. 307-323, Fall, 1972.

Presents a series of papers focused on the question of how community mental health programs in minority group areas ought to function, who should control them, and what their goals should be. Topics covered include: the ability of clinical psychologists to expand to being community psychologists; community control of mental health centers, and necessary new perspectives to overcome a long history of racism and exploitation.

- Lindberg, R.E. and Wrenn, C.G. "Minority Teachers Become Minority Counsellors." Personnel and Guidance Journal, 50(5), pp. 371-376, January, 1972.

Describes an inservice counsellor education program for minority teachers to help meet a school district's need for more counsellors who, by virtue of skin colour, language or inner-city origins have advantages in relating to minority students. The inservice counselling practicum in which the teachers are supervised while they work with inner-city students is discussed, and results of the program are said to be favorable.

- LoCascio, R. and Nesselroth, J. "The Career Development Inventory: Use and Findings with Inner-City Dropouts." Journal of Vocational Behavior, 8(3), pp. 285-292, June, 1976.

The Career Development Inventory was administered to 107 ethnically mixed, inner-city school dropouts to examine its suitability for such a population. Also investigated were the interrelationships among sex, age, ethnicity, intelligence, reading achievement, arithmetic achievement and two of the inventory's scales. Results are discussed.

- Maes, W.R. and Rinaldi, J.R. "Counselling The Chicano Child." Elementary School Guidance and Counselling, 8(4), pp. 279-284, May, 1974.

The author describes the cultural heritage of the Spanish-Americans and the resulting difficulties that Spanish children have in public schools. Implications for counsellors are discussed.

- Marks, S.E. and Green, R.M. "Indians and Counselling." Canadian Counsellor, 5(3), pp. 63-66, January, 1971.

If the Indian youth is to feel understood by the counsellor and trust him, the counsellor must demonstrate his interest and concern through direct involvement in the activities which are important to the Indian students.

- McCoy, G. "Case Analysis: Consultation and Counselling." Elementary School Guidance and Counselling, 5(3), pp. 221-225, March, 1971.

Described is one counsellor's approach to implementing an elementary school guidance program through classroom techniques, small group sessions and consultation with teachers which explores not only their feelings but also their attitudes and relationships with their students.

- McGhearty, L. and Womble, M. "Case Analysis: Consultation and Counselling." Elementary School Guidance and Counselling, 5(2), pp. 141-147, December, 1970.

A case study presents a method employed to assist youngsters who had been functioning below their capacities to explore their behavior and accept responsibility for their decisions. Coping mechanisms are important, particularly for children whose families can offer little positive encouragement.

- McIntyre, L.M. "Orientation of New Students: Ways and Means of Making the New Arrival Feel At Home." School Guidance Worker, 27, pp. 33-36, September, October, 1971.

The coordinator of guidance at East York Board of Education presents seven practical suggestions at which school guidance services can be of use in welcoming new students. In the second half of his article, the author expands his discussion to include special procedures important in the reception of New Canadian students.

- Murray, M.E. et al. "Ethnic Group Differences Between WISC and WAIS Scores in Delinquent Boys." Journal of Experimental Education, 42(2), pp. 68-72, 1973.

This study is aimed at providing information concerning trends in intellectual performance in delinquent boys, as well as among the various ethnic subgroups within the delinquent population.

- NAACP Report on Minority Testing. Princeton, New Jersey: Educational Testing Service, May, 1976.

The concern with the negative impact on blacks of the national trend towards assessing aptitude achievement and intelligence almost solely through test instruction whose validity and/or administration method is often suspect is reflected in this document. Among the issues discussed are: the use and misuse of tests; the psychometric integrity of tests; public policy and a fair testing code. The common threads running through the report show an awareness that some type of assessment is needed, that tests vastly influence the economic potential of human beings and that test developers have a responsibility to tell what tests do and do not measure.

- Nurcombe, B. Children of the Dispossessed. A Culture Learning Institute Monograph. East-West Center, The University Press of Hawaii, 1976.

The reader is introduced to the history of the concept of intelligence in western culture, of its application to non-western people and of some of the flaws and pitfalls in such application. Jensen's hypothesis concerning genetically determined racial differences in intellectual potential is reviewed.

- Palomares, U.H. and Welch, J. "Portrait of a Counsellor." Personnel and Guidance Journal, 50(2), pp. 131-135, October, 1971.

This interview with Chicano children reveals a striking portrait of the characteristics in a counsellor that attract or inhibit them. Their perceptions dramatize the significance of verbal and non-verbal behavior in establishing early patterns of communication between Anglo counsellors and Chicano youth.

- Pare, D.D. "Counselling the Ethnically Different, Referred Client." Counselling and Values, 18(3), pp. 179-181, 1974.

Discusses the problems encountered in counselling the ethnically different, referred client who views the counsellor as alien and threatening. Concludes that the counsellor must help develop the self-esteem of the ethnically different client within the counselling relationship.

- Pine, G.J. "Counselling Minority Groups: A Review of the Literature." Counselling and Values, 17(1), pp. 35-44, 1972.

The title of the article is self-explanatory.

- Pollack, E.W. and Menacker, J. Spanish-Speaking Students and Guidance. Boston, Mass.: Houghton Mifflin, 1971.

Discusses the impact of socioeconomic and cultural conditions on the guidance of Puerto Rican and Mexican-American students, and describes guidance principles and practices with these students.

- Rice, T.K. "The Counsellor and the Culturally Different Child." Counselling and Values, 18(3), pp. 182-187, 1974.

Discusses another dimension of counsellor activity that signals radical departure from traditional counselling and guidance functions, i.e. the counsellor functioning as an agent for social change, particularly seeking changes in the attitudes and institutions of the dominant culture which are prejudicial and inimical to his minority clients.

- Roark, A.E. "A Tentative Model for Helping Relationships with Minorities." Counselling and Values, 18(3), pp. 172-178, 1974.

Discusses helping relationships with minorities from the perspective that counselling minority clients is not different as long as the counsellor takes into consideration their unique characteristics and problems and does not lose sight of their basic humanness.

- Sabbath, L.M. "Career Counselling, Planning and Placement: Implications for Minorities." Journal of Non-White Concerns in Personnel and Guidance, 3(3), p. 93, April, 1975.

Calls for counsellors to assert themselves and take an active role in producing relevant career counselling, planning and placement programs for minority students.

Scarborough, Ontario. Board of Education, Program Department. The Newcomer in the Learning Environment. Draft. Scarborough, Ontario, 1977.

This orientation package was developed in response to the "need for the systematic introduction of the new student to school during the period of transition to the new culture". It is designed for use at all levels and by all personnel responsible for helping the immigrant student.

Schumacher, L.C. "Language Compatibility and Minority Group Counselling." Journal of Counselling Psychology, 19(3), pp. 255-256, May, 1972.

The linguistic compatibility between black students and white counsellors in counselling sessions was found to be low.

Smith, E.J. "Counselling Black Individuals: Some Stereotypes." Personnel and Guidance Journal, 55(7), pp. 390-395, March, 1977.

Viewing black individuals as nearly all the same or as merely further instances of a type rather than as individuals is a dangerous course and promotes ill-conceived and poor counselling strategies. Counsellors must become involved in the human condition of those whom they seek to study.

Sue, D.W. "Counselling the Culturally Different: A Conceptual Analysis." Personnel and Guidance Journal, 55(7), pp. 422-425, March, 1977.

There is a need to systematically look at racial and ethnic differences as related to the counsellor's own approach and values and the various schools of counselling. One way to do this is to analyze the actual counselling process and the goals the counsellor holds as important for the client.

Sue, D.W. and Sue, S. "Counselling Chinese-Americans." Personnel and Guidance Journal, 50(8), pp. 637-644, April, 1972.

This article presents an analysis of Chinese values and suggests that the counselling situation may arouse intense conflicts for many Chinese-American students. It also suggests a modified counselling approach that can be used in working with these students.

Sue, D.W. and Kirk, B.A. "Differential Characteristics of Japanese-American and Chinese-American College Students." Journal of Counselling Psychology, 20(2), pp. 142-148, March, 1973.

The findings supported hypothesis that these two ethnic groups differ from all other students in the same direction because of similar cultural values. However, Japanese-American students consistently occupied an intermediate position between the two other groups on all three measures. Some form of differential

acculturation due to historical and political circumstances has occurred between the two ethnic groups.

- Sue, S. "Psychological Theory and Implications for Asian-Americans." Personnel and Guidance Journal, 55(7), pp. 381-389, March, 1977.

The primary purpose of this article is to stress the importance of control among Asian-Americans and to facilitate some understanding and awareness of the issues facing this group rather than to provide some specific guidelines for counselling.

- Sue, S. "Training of 'Third World' Students to Function as Counsellors." Journal of Counselling Psychology, 20(1), pp. 73-78, January, 1973.

In order to provide more responsive counselling services, minority students were trained to function as counsellors for other minority individuals. In spite of initial difficulties in developing trust and in defining the goals of the program, the training and utilization of minority group professionals are feasible alternatives to current mental health services on campuses. (Presented at Western Psychological Association, Portland, April, 1972.)

- Stranges, R.J. and Riccio, A.C. "Counsellor Preferences for Counsellors: Some Implications for Counsellor Education." Counsellor Education and Supervision, 10(1), pp. 39-45, 1970.

Study results show that trainees prefer to be counselled by one of their own race, except for northern whites who chose a black female counsellor as first choice, and a northern white male as second. Awareness is urged by counsellor educators of the number and needs of counselling programs for minority disadvantaged groups.

- Treadwell, V. "Counsellor Education: Minority Underachievers." Journal of Non-White Concerns in Personnel and Guidance, 3(2), pp. 82-84, January, 1975.

Briefly describes several counselling techniques for minority group underachievers in college.

- Van Buren, J.D. "The School Counsellor and the Challenge of Minority Students." Counselling and Values, 16(4), pp. 303-308, 1972.

When counsellors get themselves together and exert effort to determine their role and then act as effective advocates for and with students, it is expected that there will be less pressure from minority students to have counsellors of their own ethnic background

Vontress, C.E. Racial and Ethnic Barriers in Counselling. Paper Presented at the Annual Meeting of the American Psychological Association (81st, Montreal, Quebec) August, 1973.

Discusses the numerous problems involved in counselling minority group members. Counsellors should thoroughly understand all aspects of minority group cultures and should be careful in recommendations that aim to help their clients.

Vontress, C.E. "Barriers in Cross-Cultural Counselling." Counselling and Values, 18(3), pp. 160-164, 1974.

Discusses the difficulties encountered when a majority group counsellor attempts to establish rapport with a minority group client. Suggests that counsellors in training serve in internships in minority group communities.

Warner, L. "Second Generation Ethnic Counselling: Problems and Suggestions." School Guidance Worker, 30(6), pp. 19-21, August, 1975.

The author contends that when counselling a person of an ethnic group, the counsellor must be sensitive to the individual and also to his/her ethnic group. She discusses some of the problems encountered in counselling adolescents of ethnic origins.

Williams, C.G. "A Model for Counselling 'High Promise' Minority Freshmen." Journal of Non-White Concerns in Personnel and Guidance, 2(2), pp. 87-93, January, 1974.

Offers a model for effectively bringing more minority students into the mainstream of university life. Specifically in an attempt to achieve both long-term and immediate goals, the model includes individual counselling, faculty consultations, residence hall counsellors, residence hall visitations, group process, a follow-up program and auxiliaries.

Wittmer, J. "Effective Counselling of Children of Several American Subcultures." School Counsellor, 19(1), pp. 49-52, 1971.

Discusses the need for counsellors to be familiar with the values and ways of minority cultures. Utilization of talents and cultural characteristics are suggested rather than attempting to force children into a curriculum.

Wolfgang, A. "Basic Issues and Plausible Answers in Counselling New Canadians." Education of Immigrant Students: Issues and Consequences. Symposium Series /5, Toronto: The Ontario Institute for Studies in Education, pp. 139-147, 1975.

This article attempts to sensitize the school counsellor to some basic issues and their implications in counselling immigrant or New Canadian students who come from different cultures. The author discusses the problems faced by both counsellor and students upon encounter; the weaknesses of the counselling models and the problems of testing. Suggestions for improvement have been included.

- Woods, E. Jr. "Counselling Minority Students: A Program Model." Personnel and Guidance Journal, 55(7), pp. 416-418, March, 1977.

This article describes a model for counselling minority students that addresses the problems of traditional college and university services being primarily oriented toward white students and being offered mostly by white staff members.

- Yu, A. "Counselling of Minority Clients in our Schools." Education for the Disadvantaged Child, 3(3), pp. 10-14, Spring, 1977.

Notes that relatively little has been developed in the area of minority counselling in Canada.

3. CULTURAL DIVERSITY AND EDUCATION

- Acacia, M. "Immigrant Children: Are We Learning From Them?" Community Schools, 30, pp. 30-31, 1973.

An Italo-Canadian parent with several years of experience teaching English to New Canadian mothers discusses the problem of placement of newly arrived ethnic children in the Canadian classroom from Grade 3 onwards.

- Adams, F.J. "An Example of Compensatory Education." Education News, 14(2), pp. 13-16, April, 1973.

A description of the range of compensatory educational efforts in the city of Bradford, England, which are aimed at assisting the socially disadvantaged. Special attention is directed toward the educational problems of immigrant children.

- Adelstein, D. "We're Not Going Over There." Times Educational Supplement (London) 3082, 20, June 21, 1974.

Considers the problem of racial attitudes and school integration as well as the interaction of parents and the schools in which their children are being educated.

- Anisef, P. "Consequences of Ethnicity for Educational Plans Among Grade 12 Students." In Aaron Wolfgang (Ed.) Education of Immigrant Students: Issues and Consequences. Symposium Series 75, Ontario Institute for Studies in Education, Toronto, pp. 122-138, 1975.

This paper is a study of the influence or impact of "ethnicity" on educational and vocational ambitions. The study was conducted in Ontario by the Survey Research Center, York University, in 1973. The conclusion was that "ethnicity" alone did not fully explain variations in the adolescents' educational and vocational plans; rather "ethnicity" had the tendency to be associated with certain characteristics (such as urban vs. rural residence and average grades). Urban residents often made better

progress. Special emphasis was made for early identification of the culturally disadvantaged immigrant students who have good academic potential but need guidance.

- Arlitt, H., Key, S. and Beale, C. "Cultural Deprivation: Cross-Sectional Approaches." In Anne Anastasi, Individual Differences. Fordham University, New York: John Wiley and Sons, Inc., London, pp. 187-195, 1965.

This section is representative of two studies explaining reasons why caution should be used in establishing race norms, and expressing the important and potent influence of environment upon the individual's intellectual ability.

- Ashworth, M. Immigrant Children and Canadian Schools. Toronto: McClelland and Stewart, 1975.

Looks at the role of Canadian schools in the development and education of non-English speaking immigrant children. Emphasizes the importance of interpersonal and intercultural relations in the education of both 'old' and 'new' Canadians.

- Banks, J.A. "Imperatives in Ethnic Minority Education." Phi Delta Kappan, 53(5), pp. 266-269, January, 1972.

Our society, polarized and dehumanized largely because of institutional racism and ethnic hostility, must eliminate conflicts between the races.

- Berry, J., Kalin, R. and Taylor, D. Multiculturalism and Ethnic Attitudes in Canada. Ottawa: Ministry of State for Multiculturalism, 1976, 358 pp.

This volume reports the results of a three-year study of the attitudes held by Canadians towards multiculturalism in Canada. The survey showed a "reasonably high level" of tolerance for ethnic diversity, but there were also significant levels of concern about it. The factors underlying these responses are explored in depth.

- Beserve, C.A. "Relationship Between Home Environment and Cognitive and Personality Characteristics of Working-Class West Indian Pupils in Toronto: Consequences for Their Education." Ph.D. Thesis, University of Toronto, 1976.

The basic hypothesis of this study is "that some of the educational deficiencies of working-class West Indian children could be understood in terms of the quality of home environments". The study concludes in general that the home environment does have varying degrees of positive relationship to the investigated characteristics.

Between Two Worlds. Motion Picture. Toronto: Toronto Board of Education, 1975.

This nineteen-minute colour film probes deeply into the racial interrelationships and emotional experiences of immigrant children in Toronto's inner schools. The children are shown caught between 'two worlds' trying to harmonize two very different cultures - at home and at school.

Bhatnagar, J. "Education of Immigrant Children." Canadian Ethnic Studies, 8(1), pp. 52-70, 1976.

An important contribution to this special issue of Canadian Ethnic Studies, this review of research in Britain, the United States and Canada presents an extensive bibliography of sources from all three countries.

Borhek, J.T. "Ethnic Group Cohesion." American Journal of Sociology, 76(1), pp. 33-46, July, 1970.

Sources of variation in two measures of ethnic-group cohesion are explored. The general model of the breakdown of ethnic group cohesion suggested by an older literature is not supported. A relatively simple model develops in which formal education plays a dominant role.

Bowen, N.V. "Children's Cognitive Development: The Black Child in a Different Culture." Black Students in Urban Canada. Special issue of T.E.S.L. Talk. Ontario Ministry of Culture and Recreation, January, pp. 71-80, 1976.

This article is concerned with the psychological mal effects of the Canadian school environment upon the child from a different culture. It demonstrates how the educational system, with its curriculum content, values, etc. being alien to the child, retards his/her cognitive growth and creates a failure.

Burke, M. A Place Out of the Sun: A Position Paper on the Caribbean Child in the Toronto School. Toronto, October, 1976. (Mimeo)

This paper discusses the challenge the West Indian children present to the Ontario educational system. The author draws out the specific factors which affect these children adversely - culture shock and disorientation, loss of identity, biased placement practices and lack of adequate teacher-student understanding. The paper also looks critically at some concerns expressed by Canadian teachers regarding the adjustment problems of the newcomer.

Butterworth, E. and Kinnibrugh, D. Scope Handbook 1: The Social Background of Immigrant Children from India, Pakistan and Cyprus. Toronto: Books for Schools Ltd., 1970.

The authors use children in the British school system as the focus but the content is written in terms general enough to be adaptable to the "Canadian experience". Covers areas such as religion and culture, education in the homeland, school-reception, home and community.

Chawla, S. "Indian Children in Toronto: A Study in Socialization." M.A. Thesis, University of Toronto, 1971.

A study of the socialization of East Indian children in Toronto. The study focuses on techniques of discipline and authoritarian versus equalitarian attitudes of child raising among parents. The family structure and interaction are also examined.

Conference on New Canadians and the Schools. Sponsored by the Ontario Department of the Provincial Secretary and Citizenship, Citizenship Branch; The Dante Society of Toronto; and The Federation of Italo-Canadian Associations and Clubs, Toronto, 1970.

This one-day conference held in December, 1970, brought together a "broad cross-section of community and ethnic groups, educators, concerned agencies and government" to discuss the topics of "Multiculturalism in the Schools", "Relations between New Canadians and the Schools" and "Canadian Education and Minority Groups". The proceedings conclude with a section of recommendations, including ways to aid adjustment in schools and ideas for new programs and materials.

Cordasco, F. "The Children of Immigrants in the Schools: Historical Analogues of Educational Deprivation." Journal of Negro Education, 42(1), pp. 44-53, 1973.

With reference to the period between 1880 - 1920, this paper presents an overview of the American school in form and function as it presented itself to the immigrant child, and the response of the American school to the immigrant child.

Cuban, L. "Ethnic Content and "White" Instruction." Phi Delta Kapan, 53(5), pp. 270-273, January, 1972.

Traditional "white" approaches to ethnic content lock students into a passive role. Here is a formula for giving ethnic content an emotional voltage that will last as long as this society tolerates injustice.

Deosaran, R.A. The 1975 Every Student Survey: Parent's Occupation, Student's Mother Tongue and Immigrant Status. Toronto: Toronto Board of Education, Research Department, 1976.

This is the second of four reports of the 1975 Every Student Survey, which describes students in the Toronto school system. Based on a revised version of the 1970 Survey questionnaire, the results conclude that English as a first language was more directly related to parental occupation than to place of birth.

Dickinson, L., Hobbs, A., Kleinberg, S. and Martin, P. The Immigrant School Learner: A Study of Pakistani Pupils in Glasgow. England: NFER Publishing Company, 1975.

The target population for this study was Pakistani pupils in the Glasgow Corporation primary schools (including selective schools and the Immigrant Reception and Language Teaching Centre. Two main sets of data are reported: (1) Data on the abilities of Pakistani pupils, (2) Data on the social background of these pupils derived from interviews with the pupils and their parents.

Diggs, R.W. "Education Across Cultures." Exceptional Children, 40(8), pp. 578-583, May, 1974.

The author examines some of the basic tenets involved in meeting the educational needs of culturally different children.

Dobbert, M.L. "Bilingual Education - No Bicultural Education - Yes." Illinois Journal of Education, 63(4), pp. 5-9, 1972.

Examines the issues of heritage and life style, since few school persons are trained to deal with matters involved in the differing life styles of Mexican-American children.

Dooley, L.B. "Self-Concept of English and French-Speaking High School Canadians." Canadian Counsellor, 4(2), pp. 107-112, April, 1970.

This study investigated the self-concept of four adolescent groups, differentiated from each other in terms of their ethnic origin and geographical location.

D'Oyley, V. "Another Note on the Education of Urban West Indian Black Canadians." Interchange, 7(2), pp. 23-26, 1976, 1977.

This paper is a declaration of need for emphasis on development, evaluation and innovation in the education of urban non-white immigrant students. It suggests in-service education programs to combat effects of racism in teacher-student relationships and the promotion of equality of educational opportunities.

D'Oyley, V. "Schooling and Ethnic Rights." Interchange, 8(1,2), pp. 101-107, 1977, 1978.

As a national objective, the right to efficient and just schooling (for ethnic minorities) must be pursued. The contemporary situation in Ontario and Quebec schools is viewed where "the enrolment of children from the West Indies, Portugal, Africa and South America has shown a marked increase".

Elliston, I. "Some Learning Needs of English-Speaking West Indian Children in Canada." Working Paper Number One. Scarborough, Ontario: Board of Education for the Borough of Scarborough, 1976.

The author who is the Community Consultant for Immigrant Education for the Scarborough Board of Education, outlines various factors that influence the success or failure of West Indian children in Canadian schools.

Elliston, I. "Developing a Parent Education Program for New Canadians." T.E.S.L. Talk, 7, pp. 22-30, September, 1976.

The author "delineates the pressures acting upon the immigrant family and the reasons why immigrant parents do not take advantage of such parental programs as are available". Coordination between home and school is essential, she feels, and her paper "outlines two directions schools must take" to effect such a relationship.

Ferguson, E. Newcomers in Transition. Toronto: International Institute of Metropolitan Toronto, 1964.

This is the first of two reports resulting from studies conducted by the Educational Guidance Project established in the early sixties by the International Institute of Metropolitan Toronto to examine the difficulties encountered by large groups of recent rural immigrants who had settled in Toronto (from Italy and Portugal).

Ferguson, E. Newcomers and New Learning. Toronto: International Institute of Metropolitan Toronto, 1966.

This is the second of two reports resulting from studies conducted by the Educational Guidance Project, which was established to "inquire into the manner in which educational assistance is ...offered to rural immigrants from southern Europe, and into ways of improving the existing system".

Ferguson, E. Immigrants and Education. Toronto: Ontario Ministry of Culture and Recreation, Multicultural Development Branch, p. 10, 1975.

This paper was delivered at a conference on immigration held at Centennial College, Scarborough, Ontario in May, 1975. "Most immigrants come from countries whose education systems are more authoritarian than ours. This paper looks at the problems this causes in terms of parental expectations (and disillusionments) about our system and the effect of all this on the new student and the schools".

Giles, R. The West Indian Experience in British Schools. London, England: Heinemann Educational Books, Ltd., 1977.

This book gives an account of teachers' perceptions of the special educational needs of West Indian pupils in socially disadvantaged areas. It concentrates on the analysis and description of practices and policies developed by the teaching staffs in selected multi-racial schools which also serve indigenous children from socially disadvantaged backgrounds in the Inner London Education Authority.

Goyder, J. and Pineo, P. "Minority Group Status and Self-Evaluated Class." Sociological Quarterly, 15(2), pp. 199-211, 1974.

Found that when economic status was held constant, Jews were most likely to select the middle - or upper-class label to describe their status, followed by white Protestants, white Catholics and black Protestants. The hypothesis that affiliation with a minority reduces class consciousness was not supported.

Granger, R. and Young, J. (Eds.) Demythologizing the Inner-City Child. Washington, D.C.: National Association for the Education of Young Children, 1976. (Available from: National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W. Washington, D.C. 20009.)

This collection of papers deals with (1) The educational theory of W.E.B. DuBois. (2) The explicit and implicit meaning of demythologizing the inner-city child. (3) The education of inner-city children. (4) Reducing test bias in readiness tests. (5) Changing teachers' perceptions. (6) Attitudes and non-standard dialects. (7) Information processing competencies of inner-city black children. (8) Learning racial identity. (9) The problem of self-concept, race and child.

Hamilton, J. Portuguese in Transition. Toronto: Toronto Board of Education, Research Department, 1970. (Report 96.)

A historical and discursive report providing background information and materials about Portugal. It discusses the cultural and historical continuity of Toronto's Portuguese community with life in Portugal. Special features include a bibliography and cultural and occupational contributions of Toronto's Portuguese.

Harrington, C. A Psychological Anthropologist's View of Ethnicity and Schooling. Columbia University, New York: Institute for Urban and Minority Education. Educational Testing Service, Princeton, New Jersey, 1975.

Reviews some significant research on ethnic variables as they relate to the process of schooling such as ethnicity and performance. Particular ethnic groups such as Spanish-speaking sub-groups in New York City, Mexican-Americans, blacks and American Indians are then discussed in order to provide a body of information as well as to suggest a number of unresolved theoretical and practical problems in understanding cultural pluralism.

Henderson, K. and Silverman, H. School and Community Cooperation in A Program to Assist the Immigrant Student. A Research and Development Proposal. Toronto, Ontario: Ontario Institute for Studies in Education, 1971.

This is a proposal to bring school and community resources into cooperative liaison in order to plan a program to meet the special needs of New Canadian students, especially older students who have had some schooling in their native country. The subjects of the model program are Italian students, but the model is adaptive and may be generalized to other ethnic communities.

Hong, L. "Recent Immigrants in the Chinese-American Community: Issues of Adaptations and Impacts." International Migration Review, 10(4), pp. 509-514, Winter, 1976.

Raises the following research questions: What is the relationship between migration patterns and the adaptation of immigrants? What is the relationship between community organization and adaptation? What are the socioeconomic impacts of the recent immigrants on the established Chinese community?

Hull, G. "Racial Implications for the Design of Instructional Materials." Journal of Educational Research, 69(2), pp. 47-52, October, 1975.

Investigates the influence that selected ethnic variables of an information source have on selected black and white pupils. This research focuses on the auditory and visual channels of the information source (tape-slide presentations) and their effects on the intended audience.

Human and Anti-Human Values in Children's Books: Guidelines for the Future. New York, New York: Council on Interracial Books for Children, Inc., 1976.

The criteria developed by the Council on Interracial Books for Children over the ten years that it has spent reviewing the value content of literature for young people is contained in this volume. The book also provides a new and unique content rating instrument designed to help parents, librarians and teachers detect hidden messages and unstated values.

Jacoby, S. "I No Understand the Teacher." Saturday Review, 2(14), pp. 46-48, April, 1975.

Are United States schools the new immigrant's escalator to riches and the good life? The verdict is oddly mixed.

Johns, M. "Almost Nothing." Mental Health, 60(1), pp. 21-28, 1976.

In the national discussion of mental health problems, in the literature on the subject, minorities seem to have been almost deliberately omitted. The reason for such omission of blacks, Spanish-speaking people and Indians from literature and mental health practice are discussed.

Johnson, W. "Misunderstanding Low Income and Minority Students." Negro Educational Review, 23(1), pp. 38-44, January, 1972.

Deplores the great lack of understanding of minority and low income students by teachers and counsellors; explains why there is a lack of understanding, and suggests a possible solution.

Kane, M. "Minorities: What Textbooks Don't Say." Current, 129, pp. 13-19, May, 1971.

While there has been some genuine improvement in the textbook presentations of Jews, Nazi persecutions, black Americans, and Americans of Indian, Oriental and Spanish-speaking heritage, it has been uneven at the best. A significant number of texts continue to present a principally white, Anglo-Saxon, Protestant view of America.

Kirby, D. and Gardner, R. "Ethnic Stereotypes: Determinants in Children and Their Parents." Canadian Journal of Psychology, 27(2), pp. 127-143, June, 1973.

The stereotype differential was used to assess stereotypes about English Canadians, French Canadians and Canadian Indians in three age levels of school children, as well as their parents. Results indicated that as children grow older their stereotypes become more consensual, less evaluative and more similar to those in the adult community.

Kovacs, M.L. (Ed.) Ethnic Canadians: Culture and Education. Regina: Canadian Plain Research Center, University of Regina, 1978.

This book attempts to "investigate the cultural-linguistic aspects of ethnic categories", with particular reference to the impact of education its instrument, the school upon changes in culture, language and ethnicity. There are thirty-five papers arranged in six sections: Aspects of Ethnicity, Ethnicity and Solidarity, Ethnicity and Education, Identity and Alienation, Resources and Methodology, Ethnic Canadians.

- Lewis, H. "To Train or Not to Train Teachers for Spanish-Speaking Communities." Viewpoints, 49(4), pp. 15-29, July, 1973.

Considers the problems of the bilingual Latino community in the American school system. It is suggested that teacher training programs should strive to equip the prospective teacher with a polycultural frame of reference and the proper attitude/sensitivity toward the United States Latino and other minorities.

- Lind, L. "The Rise of New Canadianism." In The Learning Machine. Toronto: Anansi, 1974.

The author takes a detailed and critical look at the history of 'New Canadianism' - specifically, how the Toronto Board of Education, especially since 1960, has responded to the educational needs of new Canadians.

- Liu, W. and Yamada, M. "The Asian-American Mental Health Research Centre." Social Casework, 57(3), pp. 136-138, March, 1976.

In April, 1972, the first of several Asian-American Mental Health Conferences was held. The major result of these conferences was to establish mental health and research development centers for several minority groups, including the Asian-American Mental Health Research Centre (AAMHRC) at the University of California in San Diego. The AAMHRC is structured to: (1) provide initiation and development of research training facilities; (2) coordinate research efforts and service as a data bank; (3) continually help generate research funding and (4) provide technical assistance to Asian-American communities.

- Lupul, M. "The Portrayal of Canada's 'Other' Peoples in Senior High School History and Social Studies Textbooks in Alberta, 1905 to the Present." Alberta Journal of Educational Research, 22(1), pp. 1-33, March 1976.

The focus in this article is on the native peoples of Canada, such as the Metis (including Louis Riel), the Orientals, and the Continental immigrants (especially the South Eastern Europeans) among others, and how they were discussed or ignored in high school Canadian history and social studies textbooks and teaching materials.

- Maehr, M. and Stallings, W. (Eds.) Culture, Child and School: Socio-cultural Influences on Learning. Belmont, California: Wadsworth Publishing Company, 1975.

Provides a comprehensive set of articles on: Cultural differences and inferences about psychological processes; academic ignorance and black intelligence; socialization of language behavior and educability; psychological assessment in education and social class, and special problems for black children with white teachers.

- Mares, K. and Levine, D. "Survey of Academic Programs for Disadvantaged Students in Higher Education." Research in Higher Education, 3(2), pp. 169-176, June, 1975.

Reports findings from a 14-statement survey sent to 262 colleges and universities to determine specific goals, policies, and practices.

- McClain, S. and Clegg, A. (Jr.) "Words, Records and Beyond: Studying About Local Ethnic Groups Through Primary Sources." Social Education, 41(5), pp. 382-388, May, 1977.

Suggests primary sources for studying local ethnic groups when conventional textbooks omit or distort information. Primary sources include church and census records, city directories, oral tradition, pictorial records, programs and artifacts such as statues and plaques.

- McDiarmid, G. "Curriculum Development versus People Development." In Wolfgang, A. (Ed.) Education of Immigrant Students: Issues and Answers. Symposium Series /5. Ontario Institute for Studies in Education. Toronto, pp. 184-191, 1975.

This paper is concerned with the importance of teacher "empathy" and "intropection" if school programs are to satisfactorily meet the needs of immigrant students. The author emphasizes the need for specific language materials and teacher education methods and experiences that would foster better understanding in this multicultural.

- McDiarmid, G. and Pratt, D. Teaching Prejudice: A Content Analysis of Social Studies Textbooks Authorized for Use in Ontario. Toronto: Ontario Institute for Studies in Education, 1971.

This report of a study undertaken at the request of the Ontario Human Rights Commission details: (1) precedents and historical backgrounds in textbook analysis; (2) methodology of the present study; and (3) recommendations based on the findings. Groups selected for study were: Jews, immigrants, Moslems, Negroes and American-Indians. Appendices contain a listing of the textbooks analyzed as well as a technical discussion of the investigative technique which can be used by students, teachers and other researchers.

- McLeod, N. "Need, Culture and Curriculum: Educating Immigrants and Ethnic Minorities." (A survey of literature.) Research Service issued by the Research Department, Board of Education for the City of Toronto, 1968. Report 59. (New Canadian Study.)

The purpose of this survey was to better appreciate the problems of immigrant children and discuss methods of responding to these needs. The study examines the cultural conflicts as experienced by New Canadians; relationships of language, culture and intelligence; teaching methods and techniques. This

notes especially, the appropriateness of teaching the standard native dialect in order to successfully teach standard English. Suggestions are made for a reality based model of curriculum development to meet specific student's needs.

Metropolitan Toronto Separate School Board. New Canadian Program, 1965-1968. Toronto, Ontario, 1968.

This volume collects a variety of documents from a three-year period of the New Canadian Program at the Metropolitan Toronto Roman Catholic Separate School Board. Some of the items included are monthly reports from September 1966 to May 1968; a continuous survey of the new Canadian population in the elementary schools; summer and night school reports; and a 1966 report by Anthony Reffle, the coordinator of New Canadian Education and the Inspector of Schools.

Mizelle, R. "Implications of Cultural Pluralism for Individualizing Instruction." High School Journal, 60(3), pp. 117-123, 1976.

Explores some cultural implications of education and analyzes and presents positive points of an instructional technique (individualizing instruction) which may serve to counteract the problem.

Mowat, S. Cost Analysis of New Canadian Instruction. Toronto: Toronto Board of Education, Research Department, 1968.

This study analyzes the costs of instructing new Canadians - those students identified as learning English as a second or special language on a regular basis. The author observes that even in schools where extensive provisions were being made, there was some informal expression of a wish that more English could be taught to more children and suggests that these feelings may reflect the frustrating urgency of teaching a new culture and language to an increasing influx of new Canadians.

Murphy, B.C. New Canadian Classes in the Metropolitan Separate Schools. Toronto: Metropolitan Toronto Separate School Board, Special Services, 1973.

Compiled by the Assistant Superintendent of Special Services, this report provides a brief historical overview of new Canadian classes held by the Board from 1965 - 1966 through 1972 - 1973.

"New Canadians - Handbook of Suggestions for Teachers." T.E.S.L. Talk, 7(3), pp. 35-39, June, 1976.

This article is the introduction and contains excerpts from the book "Handbook of Suggestions for Teachers" which was written for teachers of Canadian immigrants. It suggests ways in which the host society can create a favourable environment for the new student.

North York Board of Education. West Indian Students in our School System. North York, Ontario, 1975.

Topics covered in the report include the background of the West Indian student, the problems of assessment and placement, the problems of orientation for students and parents, the Board's response, needs to be met and recommendations. Also included are two interim reports on ESL which examine current ESL programs and makes recommendations for future directions.

Ontario Ministry of Culture and Recreation. Multicultural Development Branch. Papers on the Chinese Community. Toronto, 1976.

A collection of six papers concerning the social and cultural situation of Chinese new Canadians. This publication includes two papers on education: "The Problems of Language Learning by Chinese Immigrants" and "Education in Hong Kong and Adaptation of Chinese Children in Canada".

Parker, B. "Multiracial Education: Will it Happen Here?" Times Educational Supplement (London), 3145, 23, September 12, 1975.

Author offers an American viewpoint on the British educational system's treatment of children from ethnic minority groups.

Peel Board of Education. Report on Immigrant Students in Peel Schools. Peel County, Ontario: Peel Board of Education, 1977.

This report is a survey of the immigrant population in Peel County. It stresses the need for better cross-cultural communication and includes suggestions for intervention in curriculum areas. It also looks at the programs for immigrant students conducted by the other school boards and community organizations.

Perimutter, P. "Ethnic Education: Can It Be Relevant?" Massachusetts Teacher, 53(5), pp. 36-41, February, 1974.

Offers several suggestions for developing an ethnic education action system to help teachers and schools deal more realistically and relevantly with their students' ethnic and psychological needs.

Rainey, D. A Quantitative and Qualitative Analysis of a Set of Reading Textbooks used in Grades 1-6 to Determine the Degree of Social Realism. Ph.D. Dissertation. The Ohio State University. Available from University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106. (Order No. 76-24, 670)

A set of text books used in grades one through six was analyzed to determine the degree of social realism in the books. Results indicated that the selected set of textbooks was socially realistic reflecting the diversity of cultures that exists in the United States.

Ramcharan, S. "Special Problems of Immigrant Children in the Toronto School System." In Wolfgang, A. (Ed.) Education of Immigrant Students: Issues and Answers. Symposium Series /5. The Ontario Institute for Studies in Education, Toronto, 1975.

This article is an analysis and discussion of the problems (emotional) of the new Canadian child (in Toronto). The author points out the tremendous adjustment problem the child faces at school and within the environment, and the effects of these upon the student.

Reich, C. and Purbhoo, M. Cultural Contacts, Attitudes and Understanding. Toronto: Toronto Board of Education, Research Department, 1973.

Schools with large proportions of new Canadians were compared with those having fewer new Canadians. The conclusions drawn were: (1) contact with other cultures led to better understanding and acceptance; (2) cultural diversity within a school fosters a higher level of academic achievement and more demanding educational and occupational plans for the future.

Remnant, R. "Italian Students in Toronto Schools: Equality in Difference." CSSE Bulletin, 2, pp. 2-7, September, 1974.

The author deals with difficulties of the Italian community in Toronto as a prominent example of the problems faced by most minority groups. His own three-part proposal is given which "would give the schools a constructive and positive role in building an effective multicultural society".

Richmond, A. Immigrants and Ethnic Groups in Metropolitan Toronto. York University: Institute for Behavioral Research, Ethnic Research Program, 1967.

The author presents a comprehensive and statistical overview of existing information concerning immigrants and ethnic groups in Toronto. It also includes a detailed look at the problems and programs related to non-English speaking children in schools. The extensive bibliography reflects the valuable literature review in the study.

Risinger, C. Group Identity, Multie thnicity and Cultural Variations in Education. "Controversial Issues Kit", No.3. New York: American Jewish Committee, Institute on Pluralism and Group Identity, 1976.

This Kit provides a summary of a scholarly paper, discussion questions and activities to promote constructive debate between scholars and ethnic groups about the concepts of cultural identity and multiethnicity in American education.

- Roth, J. "West Indians in Toronto: The Students and the Schools." Edited by members of the West Indian Study Committee: Akande, Z., Elder, J., Mann, I., Semeniuk, M., Snodgrass, S. and Ziegler, S. Toronto: North York Board of Education, MERS Learner Characteristics Committee, 1973. Reprinted, 1976.

This study is an exploration of the West Indian and Canadian cultural similarities and differences as an aid to teachers with West Indian students. It discusses all aspects of West Indian life - social, educational and religious traditions and the unfortunate consequences of the encounter between the West Indian immigrant and Canadian social reality.

- Rowan, C. "How Racists Use 'Science' to Degrade Black People." Ebony Magazine, 25(7). New York: Johnson Publication, May, 1970.

A critique of Arthur R. Jensen's Thesis (Harvard Educational Review, 1969) that black people are innately inferior to whites in intelligence.

- Ruchlin, H. "The Credentializing Role of Education." Educational Forum, 36(3), pp. 327-334, March, 1972.

Here is some research evidence for the ambiguous meanings of the relation between formal schooling, job requirements and the role of education in redeeming disadvantaged minorities.

- Sato, I. "The Culturally Different Gifted Child - The Dawning of His Day." Exceptional Children, 40(8), pp. 572-576, May, 1974.

The article discusses the educational needs of the culturally different gifted child who is defined as a member of a culture other than the dominant culture who shows potential for outstanding achievement in any area.

- Schreiber, J. In The Course of Discovery: West Indian Immigrants in Toronto Schools. Toronto: Toronto Board of Education, Research Department, 1970.

By furnishing cultural and historical research, this study provides teachers with background information on West Indian immigrants, thereby helping teachers to better understand and assist such newcomers who comprise over five percent of the total yearly Canadian immigration. Includes a bibliography.

- Seda, E. The Paradox of the Unmeltable Pseudo Ethnic. Paper presented at the University Seminar on Cultural Pluralism, Columbia University, New York, 1974. (Available from EDRS.)

One purpose of this paper is to clarify and sharpen categories of social reality that have great emotional and evaluation connotations and consequences.

- Skene, D. "Culturally Deprived in School and Society: Selected Approaches." Toronto: Toronto Board of Education, Research Department, 1966. (Report 32.)

This literature is a series of papers on the problems affecting the culturally deprived child. It hopes to provide a working knowledge of these problems and possible means of overcoming them. The need for education to view these children as culturally different rather than deprived is emphasized. This leading to provision of enriched educational values, goals and adequate curriculum. The works of Anastasi, Dyer, Brown and Davis have been cited for further study. Also, the author adds a plea for specially trained teachers to meet the needs of these children.

- Stanford, B. "Literature of the Human Race." English Journal, 61(2), pp. 205-209, February, 1972.

Article deals with the author's proposals for overcoming racism and prejudice by adequately representing minority groups when teaching literature. The author asserts that it is essential to world peace and understanding to begin teaching the literature of the human race, and stop teaching the literature of our own minority.

- Snyder, B. "Tom, Dick, Harry and Eduardo." Independent School Bulletin, 33(1), pp. 37-40, October, 1973.

This article contends that for minority group students the educational gap could be crossed and they could function effectively in meeting the normal demands of the curriculum. The prerequisite for such results would be sufficient flexibility and patience on the part of the school.

- Soares, L. and Soares, A. "Self Concepts of Disadvantaged and Advantaged Students." Child Study Journal, 1(2), pp. 69-73, Winter, 1970, 1971.

Results of a study of 707 students show that all disadvantaged children do not necessarily have negative self concepts. In fact, they show just the opposite at the elementary school level; however, self concept diminishes for both disadvantaged and advantaged students at the secondary school level.

- Sue, D. and Sue, D. "Ethnic Minorities: Failures and Responsibilities of the Social Sciences." Journal of Non-White Concerns in Personnel and Guidance, 5(3), pp. 99-105, April, 1977.

This article elaborates the belief among minorities that the social sciences have failed to deal with them fairly. Recommendations are made in the areas of education, research and mental health practices.

- Stasiuk, P. "West Indian Students in the High School." Orbit, 33(7, 3), pp. 8-11, June, 1976.

The student entering a Canadian school from the West Indies has many pressures to overcome resulting from cultural differences.

- Swarbrick, R. "The Loneliest Classroom." Argus 26: 92-94, 96, July, August, 1965. Also in Toronto Education Quarterly, 6(3), pp. 4-7, Spring, 1967.

The article discusses current issues in the education of immigrant children, IQ testing and motivation. The emphasis is Canadian.

- Swick, K. "Challenging Pre-Service and In-Service Teachers' Perceptions of Minority Group Children: A Review of Research." Journal of Negro Education, 43(2), pp. 194-201, Spring, 1974.

Notes that being racially or culturally different is still a handicap in our culture, and since no institution exists in a vacuum, the school reflects these prejudices. It is suggested that eradicating racism must start with the social education of the young. Curriculum changes for this purpose are discussed.

- Tate, P. and Delworth, U. "The Broccoli Syndrome: Higher Education's Putdown of the Minority Student." Journal of College Student Personnel, 14(4), pp. 293-295, July, 1973

The assumption underlying the broccoli syndrome is that minority group students are not familiar with a whole range of Anglo "goodies". This article points out how, as the minority student is enlightened time and again to such "facts", he perceives inherent racism in his enlightener.

- Taylor, F. Race, School and Community. London, England: National Foundation for Educational Research (NFER) Publishing Co., 1974.

A very comprehensive and well outlined up-to-date survey of the research and literature on education in multi-racial Britain.

Thomas, B. "Lost in the Jungles of Multiculturalism: Immigrant Children and Canadian Schools: A Review." This Magazine, 10(1), pp. 8-10, February, March, 1976.

Suggests that a survey of ESL programs all across the country narrows the approach to the subject of the role of the Canadian schools in the development and education of non-English speaking immigrant children.

Toronto Board of Education, Research Department. Immigrants and Their Education. Toronto: Research Service Report No. 29, 1965.

"The school situation in Toronto is examined with a view toward improving the learning environment of the immigrant. Traditional attempts at student assessment are seen as inadequate and obstacles precluding successful student assimilation are underscored. Suggestions for curriculum and program reform include a reassessment of educational priorities."

Toronto Board of Education, Language Study Centre. "See Me Yah!" Working Papers on the Newly-Arrived West Indian Child in the Downtown School. Toronto, 1977.

These working papers attempt to clarify some of the most widely perceived problems teachers encounter in dealing with West Indian students. Included are a survey of West Indian historical development and cultural development, suggestions about coping with the language-related behavior of the newly-arrived West Indian child, and a detailed bibliography. Also available as a complement to the working papers is a set of five video-tape programs designed for teacher in-service training.

Toronto Board of Education, Language Study Centre. "See Me Yah!" The Newly-Arrived West Indian Child. Five Videotapes for Teachers. Toronto, 1977.

This guide to the videotapes prepared for in-service training for teachers as a complement to the working papers explains the four aims of the set of videotapes: "to sensitize educators to the distinctive characteristics of the West Indian child; to provide information about the economic historical social and cultural background of the Caribbean; to suggest methods of effectively dealing with the West Indian child in the light of these differences; to provide teachers with some understanding of the rich literary tradition of the West Indies, particularly as a source of classroom material."

Turner, J. "A Study of the Relationships Between the Integration of Immigrant Parents and Their Acceptance of and Involvement in the Canadian School." M.A. Thesis, University of Toronto, 1963.

This study was designed to discover "the degree of involvement of the parents in the school and...the attitude of the parents towards the school system". A sample of 200 families (Italian, Hungarian, German and British) was the basis of individual interviews with parents and adolescents.

Virgin, A., Handscombe, J., Fram, I., Brokes, G. and Crawford, P. "I Don't Know Yet" - West Indian Students in North York Schools: A Study of Adaptive Behavior. Toronto: North York Board of Education, 1977.

This study was designed to determine what factors were present in a group of West Indian students in the system two years or less "who appeared to cope easily with the transition to Canadian schools, and those who appeared to have great difficulty". Data was gathered by means of interviews and classroom observation. Conclusions with recommendations are presented in objective and subjective categories. The testing instruments are appended.

Wolfgang, A. (Ed.) Education of Immigrant Students: Issues and Answers. Symposium Series /5. Toronto: Ontario Institute of Studies in Education, 1975.

Questions that confront teachers, administrators and the many others involved in the education of immigrants are explored here by individuals with diverse backgrounds and points of view. The papers in this volume deal with a broad range - from moral, philosophical and ethical issues to issues in curriculum testing, counselling, teacher training, and multiculturalism.

Wright, E. and McLeod, D. Parents' Occupations, Student Mother Tongue and Immigrant Status: Further Analysis of the Every Student Survey Data. Toronto: Toronto Board of Education, Research Department, September, 1971.

This study undertakes a detailed analysis of the relationship between occupational categories and new Canadian status by providing for additional analysis of non-school variables, such as the student's mother tongue and immigrant status. Since the concern of the school system lies with the individual child, this study uses student based data rather than census-type data based on head-of-household. Numerous tables and demographic maps are appended.

Yu, C. "The 'Others': Asian-Americans and Education." Civil Rights Digest, 9(1), pp. 44-51, 1976.

Discusses such topics as educational discrimination against the Chinese in California, school segregation, language and other handicaps preventing Asian-American parents from participating in educational policy formation, the growth of bilingual education, ethnic discrimination in textbooks, ethnic studies projects and counselling problems caused by ethnic stereotypes.

4. LANGUAGE CONCERNS

Abrahams, R. and Troike, R. (Eds.) Language and Cultural Diversity in American Education. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

The major aim of this book is to teach present or prospective teachers how to recognize the linguistic and cultural differences of their students. The essays selected for the anthology attempt to show how to make education more meaningful for the student by upgrading teachers' attitudes about minority cultures, developing a sensitivity to behavioral differences, achieving a perspective of praise, and striving to teach by recognizing and getting beyond one's own sense of cultural bias.

Alleyne, M. "Dimensions and Varieties of West Indian English and the Implications for Teaching." In D'Oyley and Silverman (Eds.) Black Students in Urban Canada. Special Issue of T.E.S.L. Talk, Ontario Ministry of Culture and Recreation, pp. 35-60, January, 1976.

The author discusses the historical origins of 'West Indian' English and gives examples of it as it is spoken in various areas of the Caribbean. The article emphasizes the difficulties encountered by the West Indian student when tested in standard English.

Ashworth, M. "Results and Issues from a National Survey of ESL Programs." In Wolfgang, A. (Ed.) Education of Immigrant Students: Issues and Answers. Ontario Institute for Studies in Education, Toronto, 1975.

This paper examines the results of the survey of "English as a Second Language" programs across Canada. It was found that some of the teachers were not sensitive to the emotional needs of the children, and only a few school boards assessed the effects of their programs on the students.

Butovsky, L. (Ed.) T.E.S.L. Talk, 9, pp. 3-88, Winter, 1978.

Although not titled as a special issue on immigrants, this publication provides current discussion of some of the major issues pertinent to newcomers in the Canadian school system.

Chan, I. "The Chinese Immigrant: Language and Cultural Concerns." T.E.S.L. Talk, 7(3), pp. 9-19, June, 1976.

Administrators and teachers must be more understanding of the linguistic and cultural problems that Chinese students in Canada face. They are potentially very good English language learners. If special attention is given to their problems, they will be successful students.

Churchill, S. "National Linguistic Minorities: The Franco-Ontarian Educational Renaissance." Prospects: Quarterly Review of Education, 6(3), pp. 439-449, 1976.

Reviews the educational problems of the French-speaking minority in Ontario, Canada, and illustrates the role that education can play in maintaining and enhancing the culture of a small linguistic minority.

Dirgman, J. "Language: Part I." Community Schools. pp. 22-23, March, 1973.

In this first article of a three-part series on the education of immigrant children, the author looks at the major difficulties encountered by newcomers entering the Toronto school system. The author stresses the need for multilingual and multicultural programs in the schools.

Duward, M. et al. Evaluation of the Punjabi-English Class at the Moberly Primary Annex for the 1972-1973 School Year. Vancouver Board of School Trustees, British Columbia: Department of Planning and Evaluation, August, 1973.

This is an interim report of a special program to assist newly arrived immigrant children from the Punjab in India. It describes a homogenous class enrolling twenty pupils all of East Indian origin and between five and eight years of age. The program achieved its objective of developing in pupils sufficient facility in English so that more than one-half of them merited placement in regular primary classes.

Edwards, P. An Evaluation of the Communications Program for English Second Language Students at Britannia Secondary School. Vancouver Board of School Trustees, British Columbia: Department of Planning and Evaluation, July, 1973.

The purpose of this study was to determine how effective the Communications Program was in providing special assistance to students who were experiencing serious difficulty with the English language. A number of recommendations were made relating to the Communications Program and further studies of this nature.

Goizalez, G. "Language, Culture and Exceptional Children." Exceptional Children, 40(8), pp. 565-570, May, 1974.

The science of linguistics contributes to the study of cultural diversity and the education of exceptional children.

Henderson, K. et al. A First Language Reception Program for Immigrant Students. Toronto: Ministry of Education, Ontario, 1973.

This is an experimental study to examine the practicality and effectiveness of a New Canadian Program using the student's first language as language of instruction. It was concluded that the use of the first language as language of instruction does not interfere with learning of English and is useful to clarify concepts in mathematics. Includes an annotated bibliography of curriculum materials and draft of a manual for learning English as a second language.

Hendrickson, R. "ESL - Who Needs It?". English Record, 21(4), pp. 47-52, April, 1971.

Reviews the difficulties teachers face in evaluating the competence of their students in using English, and suggests recognition of the influences that may inhibit language performance in the classroom when the speaker comes from a minority subculture.

Law, H. "Special Classes for New Canadian Students." Dimensions, pp. 6-7, July, 1968.

The author provides an overview of the Toronto Board of Education's efforts to meet the needs of immigrant children, including the establishment of Main Street School, Toronto, and the provision of interpreter counsellors and withdrawal classes.

Light, R. "On Language Arts and Minority Group Children." Florida FL Reporter, 7(2), pp. 5-7, 20, 1969.

Argues that the schools have failed minority group children, that a major cause of this has been a failure to understand the linguistic and cultural backgrounds of such children, and that there must be increased attention given to training educational personnel to bring about this understanding if education for minority children is to improve.

Matluck, J. and Mace-Matluck, B. "Language and Culture in the Multi-Ethnic Community: Spoken Language Assessment." Modern Languages Journal, 59, pp. 5-6; 250-255, September, October, 1975.

Describes the research approach used to develop the MAT - SEA - CAL Oral Proficiency tests designed by the authors. Language test performance depends on both language proficiency and knowledge of the culture.

McEwen, E. et al. Language Proficiency in the Multi-Racial Junior School: A Comparative Study. Hillary House, Atlantic Highlands, New Jersey: Humanities Press Inc., 1975.

This book documents the results of a survey to acquire information regarding the English proficiency of second generation minority group children in Britain. The chapters focus on: the tests, design of the survey, administration of the survey, nature of the sample tested, treatment of the data from test performance in relation to main variables (age, sex, ethnic group), and performance in relation to the background variables (percentage of immigrants in school, background education, length of stay in Britain, special English teaching, pre-school education, English spoken at home and English spoken at school).

Rado, M. Bilingual Education in Action: The Multilingual Project. Linguistic Communications: Working Papers of the Linguistic Society of Australia, No. 16. Monash University, Clayton, Victoria (Australia): Linguistic Society of Australia, 1976.

The language situation of immigrants to Australia, or social bilinguals is distinguished from that of second language learners or cultural bilinguals. Four bilingual education models are described (transitional, emphasis on the native language, emphasis on the second language, and balanced). The goal of the project is to allow students to opt for aspects of each heritage rather than totally rejecting or accepting either one.

Rosenberg, E. "Language: Part 3." Community Schools, 26, March, 1973.

The third in a three-part series on the education of immigrant children. This article supports a controversial proposal made to the Toronto Board of Education in 1970 for teaching new Canadians in their mother tongue, as well as teaching them English as a second language.

Sterioff, J. "Experiment on Main Street." Toronto Education Quarterly, 5, pp. 2-6, Winter, 1965-1966.

The principal of Main Street School in Toronto enthusiastically describes the experimental program at this new reception school for non-English speaking new Canadians. Problems of cultural adjustment are of particular concern in a program based on three basic educational principles - exploration, dialogue, commitment.

Spolsky, B. "The Language of Minority Children: Selected Readings. Massachusetts: Newbury House Publishers, Inc., 1972.

This is a selection of fifteen readings on the specific topic of language education and the special difficulties of minority children. A few of the topics covered are: Social Class or Culture? A Fundamental Issue in the Education of Culturally Different Students; The Language of Tests for Young Children; Are we Really Measuring Proficiency with our Foreign Language Tests?

Sugunasiri, C. "Testing Some English Language Skills: Rationale, Development and Description." Research Service. Board of Education for The City of Toronto, Research Department, March, 1969.

This paper describes the development of a test instrument "English Language Competence Test" to test competency of English of people belonging to ethnic cultures. It describes the development of the instrument in order to prevent inclusion of cultural bias. The writer states that the test is based on the Lorge-Thorndike test of 500 words, but is different from traditional tests and is suitable for use by new Canadians who possess a small English vocabulary.

Tate, D. Jr. "Riving, Jiving and Playing the Dozens Revisited." Integrated Education, 15(1), pp. 43-45, January, February, 1977.

Suggests that languages (non-standard versus standard English), as well as "riving, jiving and playing the dozens" derive from socioeconomic conditions and social settings and not from black faces.

Thurmond, V. "Effect of Black English on the Reading Test Performance of High School Students." Journal of Educational Research, 70, pp. 160-163, January, 1977.

This study measures the effect of black dialect on the reading test performance of black and white high school students. Forty-six low achieving 9th Grade students were administered a standard English form and a black dialect form of the reading sub-test of the Sanford Diagnostic Reading Test, Level II. The dialect form was written so that the written language of the test approximated the exact oral sentence pattern of the black students taking the test. Results showed that black students administered the dialect form did significantly better than black students administered the standard English form.

Whitson, D. "Language: Part 2." Community Schools, pp. 24-25, March, 1973.

The second of a three-part series on the education of immigrant children, the article discusses the integral relationship between language and culture to stress the profound difficulties faced by the 'immigrant' child in urban Canadian schools. Methods used and research conducted in Toronto schools are highlighted.

Wright, E. "Learning English as a Second Language: A Summary of Research Department Studies." Toronto: Toronto Board of Education, Research Department, 1970. Report 87.

This paper focuses on the general description of immigrant students and the problems and strengths of those learning English as a second language. Period of research, 1959-1970 conclusions suggest that the major adjustment problems are encountered by those students who started schooling in another country. Recommendations have been made for a Community Centered Approach as a measure towards solution of some of the problems.

5. MULTICULTURAL PROGRAMS

- Austin, S. "Cultural Dynamics of the Elementary School Classroom: An Ethnographic Approach." Ph.D. Thesis, Florida State University, 1976.

This study contributes to the exploration of multiculturalism in the schools and provides further insight into the dynamics of cultural diversity as expressed through the teacher-child relationship. The two major objectives of this study are: (1) The utilization of the ethnographic methodology as a source of descriptive data (Multicultural Classroom Checklist), and (2) The testing of an underlying assumption of multicultural teacher education programs to see if there is a causal relationship between what a teacher knows about a minority group (cultural literacy) and the quality of the classroom environment that the teacher creates (Classroom Checklist).

- Bancroft, G. "Teacher Education for the Multicultural Reality." In Wolfgang, A. (Ed.) Education of Immigrant Students: Issues and Answers. Symposium Series /5. The Ontario Institute for Studies in Education, Toronto, pp. 164-183, 1975.

This paper examines the "reality" of the multicultural society in Ontario. It analyzes and discusses some diverse (Chinese, West Indian, Greek, Portuguese) cultural attitudes and beliefs in order to provide better understanding of these cultures, that teachers might become more aware of the reality of the situation.

- Banks, J. Multiethnic Education: Practices and Promises. Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1977.

An overview of the goals, common problems and ideal characteristics of multi-ethnic education is presented.

- Bernard, W. et al. "New Directions in Integration and Ethnicity." International Migration Review, 5(4), pp. 464-473, Winter, 1971.

A synthesis of the 10th Annual Seminar on the Integration of Immigrants, New Directions in Integration and Ethnicity, held at Columbia University, New York in 1970. Includes papers by: (1) Nathan Glazer on "A Nation of Nations", (2) Philip Soskis on "Assisted Integration", (3) Epifania Resposio on "Our Largest Eastern Hemisphere Immigrant Group: The Filipinos", (4) Charles Sternberg on "New Migrants from Europe", and (5) Eleanor Rogg on "Cuban Refugees in West New York, New Jersey".

- Bernier, N. and Davis, R. "Synergy: A Model for Implementing Multicultural Education." Journal of Teacher Education, 24(4), pp. 266-271, 1973.

This article, occasioned by the new AACTE position on multicultural education, examines the present policy of cultural homogeneity in education and defines and advocates synergy as a model of implementing multicultural education.

Brandt, R. et al. Cultural Pluralism and Social Change. A Collection of Position Papers. ISTE Report V. Washington, D.C.: National Center for Education Statistics (DHEW), Teacher Corp, 1976.

The eight papers in this report are tied together by the theme of pluralism and social change in an attempt to determine information needs in the area of inservice teacher education (ISTE) and to identify the contemporary issues surrounding ISTE. The first three papers describe case studies of substantial efforts in inservice education; two papers address the future: a description of alternative conceptions and definitions of inservice teacher education and suggested languages which would permit us to talk coherently with one another using a wide variety of concepts; three papers explore multicultural education.

Brittan, E. "Multiracial Education 2. Teacher Opinion on Aspects of School Life. Part 2: Pupils and Teachers." Educational Research, 18(3), pp. 182-191, June, 1976.

Many aspects of multiracial education were investigated. The second part of a two-part article reports on those items which concerned teachers' appraisals of various aspects of ethnic minority and indigenous pupils, and the overall effects of the multiracial composition of the school on the teacher.

Campbell, R. "Public Schools and the Challenge of Cultural Pluralism." Theory Into Practice, 15(4), pp. 2600-2606, October, 1976.

Cultural pluralism is an issue that must be dealt with by the whole society but that places two specific demands upon the schools themselves: the development of a curriculum that teaches about the nature of cultural pluralism and the development of a governance system reflecting that pluralism.

Carlson, P. "Toward a Definition of Local-Level Multicultural Education." Anthropology and Education Quarterly, 7(4), pp. 26-30, November, 1976.

Argues that "multicultural education cannot be defined apart from specific communities and is more a matter of local ethnographic description than one which is easily generalized throughout the country". Presents some anthropological categories which should serve a local educator in defining whether and to what extent a multicultural population exists within the school district.

Couchman, R. "Community Agencies and the Newcomer." In Multiculturalism, 1(1). Guidance Center, University of Toronto, pp. 10-12, 1977.

This article is concerned with the dilemma experienced by the newcomer and the counsellor in Canada, due to language barriers. Suggestions made include having counsellor aides (rather than interpreters) from ethnic groups, and consultant counsellors in order to facilitate better communication and ease frustration.

- Hymovitz, L. "Multicultural Education in the Bicentennial: Melting Pot Atonement or At-One-Ment." Journal of Ethnic Studies, 3(4), pp. 49-57, Winter, 1976.

Notes that schools are not about to preside over the demise of existing pluralism; each learning setting must become a center for broad ethnic heritage studies, articulating multicultural principles, offsetting separatist or assimilationist incursions.

- Kindrachuk, M. "Some Thoughts on Multiculturalism." Education Canada, 15(4), pp. 59-61, Winter, 1975.

After taking a brief look at the census data from the 1971 population study of Canada, the author discusses the system-wide objective of the Saskatoon Public Schools in developing pride in racial origin and heritage in order that young Canadians may learn respect for themselves and for others.

- Leckie, D. "ESL and Multiculturalism." T.E.S.L. Talk, 7(2), pp. 2-6, April, 1976.

Children of immigrants should be integrated into the Canadian school system as quickly, efficiently and successfully as possible. Learning English is one of the means of access to the system. This integration must not, however, destroy the cultural integrity and identity of these children.

- Lewis, D. "The Multicultural Education Model and Minorities: Some Reservations." Anthropology and Education Quarterly, 7(4), pp. 32-37, November, 1976.

Argues that theories of sociocultural processes in education should take into account the heritage of racial discrimination in the schools. To be effective, educational policy must be formulated from the point of view of the minority groups who have most at stake in promoting student competencies in several cultures and who have experienced the bias of the dominant society.

- Lynch, P. "Multicultural Administrator Training and Cultural Change." Planning and Changing, 4(3), pp. 157-164, 1973.

A multicultural program for training educational administrators has to face the problems of the nature of the school, its purposes, and its functions in society. By recognizing the fact that there is a multiculture, certain assumptions about schools and administrator roles are no longer tenable.

Mazon, M. Community, Home, Cultural Awareness and Language Training (CHCALT): A Design for Teacher Training in Multi-Cultural Education. A Program Outline for the Bilingual/Cross-Cultural Specialist Credential. California: San Diego State University, Institute for Cultural Pluralism, 1974.

The four basic components of the teacher training model are: (1) philosophy of education for the culturally and linguistically different; (2) sociocultural awareness; (3) oral language and assessment techniques, and (4) diagnostic and prescriptive strategies. These four phases of the program are discussed in detail. The appendix presents diagrams of the model.

McNeil, J. and Laosa, L. "Needs Assessment and Cultural Pluralism in Schools." Educational Technology, 15(12), pp. 25-27, December, 1975.

A brief description of cultural pluralism and its implications for schooling, plus some concepts of needs assessment, including a statement of what it should not be, is given. Specific illustrations of how to conduct needs assessments to encourage multicultural orientation is also included.

Philips, S. "Access to Power and Maintenance of Ethnic Identity as Goals of Multicultural Education: Are They Compatible?" Anthropology and Education Quarterly, 7(4), pp. 30-32, 1976.

Argues that there is a need to know more about what topics or aspects of knowledge are crucial in meeting minority goals, a need to know more about how the concept of "culturally relevant curriculum" is being implemented and a need to develop ways of evaluating such implementations to determine whether the children are learning what their parents want them to learn.

Report on the Conference on Multiculturalism in Education. The Ontario Association for Curriculum Development. Group B-17, April, 1977.

This report stresses multiple concerns with regard to racism in Education: (a) The use of tests which are culturally biased against ethnic minority students...ignoring their affective and cognitive functioning derived from their cultural background. (b) Encouragement of student-parent alienation by the school system. (c) Inadequate career counselling. (d) Shortage of minority group counsellors. Recommendations include: (a) use of culture fair tests; (b) appropriate inservice education of school personnel; (c) cross-cultural student-teacher exchanges; (d) preservation of ethnic communication skills; (e) special incentives (scholarships, assistantships, etc.) by the government and private agencies to ethnic students; (f) research to identify specific needs and problems of minority students and funding for further research on "racism" in education.

Stone, J. and DeNevi, D. (Eds.) Teaching Multicultural Populations: Five Heritages. New York, New York: Van Nostrand Reinhold Co., 1971.

This book is an attempt to help fill the tremendous gap that presently exists between teachers' will to become more skillful with multicultural student populations and the as-yet short supply of the quality materials they need to do so. Each cultural heritage (Black, Puerto Rican, Mexican-American, American Indian and Asian-American) is explored according to a scheme beginning with a broad cultural-historical view of the group; then narrowing to a more contemporary social and familial focus; and finally moving with the child of this generation into the educational context of present day American schools.

Swick, K. and Shepherd, T. "Program Objectives for Bilingual, Multicultural Populations." Reading Improvement, 12(1), p.14, 1975.

Sets forth the basic goals for a functional bilingual multicultural educational program that involves the total community in the educational process.

Toronto Board of Education, Work Group on Multicultural Programs. The Bias of Culture: An Issue Paper on Multiculturalism. Revised edition, 1975.

The original issue paper of the Board's Work Group on Multicultural Programs, this provides "a brief description of the educational programs the Toronto Board of Education offers for both the children and the adults of the entire multiethnic community" and defines "the general, but critical relationship of the school system with the city's ethnic communities".

Toronto Board of Education, Work Group on Multicultural Programs. Draft Report. Toronto, 1975.

This report brings into focus "consensus on two basic issues: first, the new Canadian child should learn English as soon as possible and be integrated into the mainstream of the school system and as soon as possible; second, this should not involve the sacrifice of his or her cultural identity". Eight other issues important to the education of immigrant children are identified.

Toronto Board of Education, Work Group on Multicultural Programs. Final Report. Toronto, 1976.

Using its two earlier reports, The Bias of Culture and the Draft Report as a frame of reference, and basing the Final Report on consultation that took the form of hearings and public meetings, the Work Group offers for implementation a series of recommendations to the Toronto Board of Education for responding to the educational needs of Toronto's multicultural society.

Toronto Board of Education. We Are All Immigrants To This Place. A Look at the Toronto School System in Terms of Governance and Multiculturalism. Toronto, 1976.

This six-part case study, "written from the point of view of the people involved in managing change in the Toronto School Board environment" represents "one version of what is occurring in matters of governance and multiculturalism". Topics discussed are an Italian transition program, a Chinese transition program, the Young Black Immigrant, the Work Group on Multicultural Programs and the school system's response to the needs of immigrants.

Townsend, H. and Brittan, E. Multiracial Education: Need and Innovation. The Preliminary Report of the Schools Council Education for a Multiracial Society Project. London, England: National Foundation for Educational Research in England and Wales, 1973.

A major project of research and development in education for a multiracial society running from April, 1973 to December, 1976 is designed to produce materials in support of the education of all pupils for life in a multiracial Britain. The project has the further aim of offering supporting materials to teachers in multiracial schools.

Willey, R. "Teacher Training for a Multicultural Society." International Review of Education, 21(3), pp. 335-345, 1975.

Britain is a multicultural society which now includes some one and a half million people of Asian and Afro-Caribbean origin, over forty percent of whom were born in the United Kingdom. This paper examines whether teacher training institutions have responded to this new situation and suggests as to how such training can be provided.

Willey, R. "Teacher Education for a Multiracial Society." New Era, 56(3), pp. 76-78, April, 1975.

Noting that the concentration of minority group pupils in England in certain areas and in certain schools within these areas creates the need for particularly urgent concerted inservice programs for these schools, this paper is stated to give an account of relevant suggestions made in two reports recently published by the Community Relations Commission. (Available from The New Era, 56 Grayshott Road, London SW11 5TS, England.

York Borough. Ontario Board of Education, Work Group on Multiculturalism. Multiculturalism in the Borough of York. The Report of the Work Group on Multiculturalism. October, 1977.

This final report culminates the Work Group's efforts as outlined in its longer Draft Report. In this document, the issues previously raised are examined individually, and each one is followed by the Group's recommendations regarding it (a total of fifty-eight in all). Of particular interest here are the comments and recommendations of section 4: "Immigrant Students: Orientation, Placement and Programs".

York Borough. Ontario Board of Education, Work Group on Multiculturalism Draft Report. January 31, 1977.

"The Work Group on Multiculturalism was established by the Board of Education for the Borough of York in 1975 to study the impact of multiculturalism on the education system.... in areas such as: school/community climate, curriculum content, elimination of discrimination, government roles, orientation and placement of immigrant children, cultural identity, teacher resources, and T.E.S.L. programs."

6. TESTING, ASSESSMENT AND PLACEMENT

Abel, T. Psychological Testing in Cultural Contexts. New Haven, Conn.: College and University Press, 1973.

Presents a comprehensive view of test results in different cultural and socioeconomic groups. The limitations of testing and the difficulties of interpretation are discussed.

Anttonen, R. and Fleming, E. "Standardized Test Information - Does It Make a Difference in Black Student Performance?". Journal of Educational Research, 70(1), pp. 26-31, September, October, 1976.

The effect upon pupil performance of providing elementary level teachers various types of standardized test information was assessed and found to have little impact on student achievement.

Attwell, A. and Linton, T. "Problems Inherent in Ability Grouping." The Alberta Journal of Educational Research, 10, 1964.

This article examines the consequences of "homogenous ability grouping", namely the detrimental social and emotional results of such grouping. A conclusion arrived at is that academic progress in the homogenous ability group setting is no more significant than is a heterogenous setting.

- Baratz, J. "Requiring Performance Standards for Children: What is The State's Responsibility?". Education Policy Research Institute of the Educational Testing Service, Princeton, New Jersey, December, 1977.

"Quality, along with equality, has become the watchword of discussions on education and the concept of minimal standards has gained nation-wide acceptance as a program of educational reform." The author examines this development in terms of the legal and educational responsibilities of the institutions that impose standards on students.

- Barnes, E. "IQ Testing and Minority School Children: Imperatives for Change." Journal of Non-White Concerns in Personnel and Guidance, 2(1), pp. 4-20, October, 1973.

Discusses errors in IQ test items, test norms, examining procedures and language use which affect the placement of minority group children in school. The effects of IQ scores on teacher expectancies are discussed, stressing that teachers' mental sets are powerful influences on children's learning and performance and that IQ scores play a critical role in determining these sets. Problems in developing culture-free IQ tests are pointed out, and the advantages of developing alternative "culture-specific" tests are described.

- Beck, C. "Why General Intelligence Assessment Should be Abandoned." Interchange: A Journal of Educational Studies, 7(3). Ontario Institute for Studies in Education, Toronto, 1976, 1977.

This paper points out the pitfalls of "General Intelligence Testing" (as is done with the "IQ"). It examines the distortions and harmful consequences that result from such an assessment and makes suggestions for improvement.

- Bereiter, C. "The Relation of Social Class and Educational Aptitude." Canadian Psychologist, 13(4), pp. 329-340, October, 1972.

Considers the argument which denies that lower class or minority group children are deficient in any mental abilities. Review suggests that current findings of mental ability test differences are "real". However, it is argued that consideration of social class and ethnic differences should be shifted from intelligence to scholastic aptitude. Four plans for educational change that would deal with the problem of the low scholastic aptitude of poor children are presented.

- Berry, G. and Lopez, C. "Testing Programs and the Spanish-Speaking Child: Assessment Guidelines for School Counsellors." School Counsellor, 24(41), pp. 261-269, March, 1977.

Discusses five major factors that contribute to test bias against Spanish-speaking youngsters: culture, language, norm-representation, administration of tests and interpretation of tests. Also presents guidelines for counsellors on assessing what tests to use with Spanish-speaking children, which may be applied to other culturally different groups as well.

- Berry, J. "Psychological Testing Across Cultures." In Wolfgang, A. (Ed.) Education of Immigrant Students: Issues and Answers. Symposium Series /5. The Ontario Institute for Studies in Education, Toronto, pp. 149-163, 1975.

This paper focuses upon the use of psychological tests among culturally diverse populations and the difficulties that result. The author emphasizes that testing problems relating to cognitive goals might be minimal whilst those relating to language and communication may be serious; and that those concerned with behaviors associated with the process of ethnic group and interpersonal interaction might be maximal.

- Birch, J. "Mainstreaming Educable Mentally Retarded Children in Regular Classes." Leadership Training Institute, Special Education, University of Minnesota, 1975.

This treatise is an analysis of mainstreaming programs in five different states of the United States. These programs have been developed in response to legal and other action aimed at reducing "labeling" and "segregation" in schools and fostering humanization of special education. The author stresses the direct relation between decisions to segregate and the results of biased psychological tests administered to poor and non-white children.

- Bognar, C. IQ Stability of West Indian Immigrant Children in Special Education Classes. Unpublished M.A. Thesis, University of Toronto, 1975.

This thesis examines IQ test scores for a group of West Indian children in Canada and describes the factors responsible for the instability of such scores. These (factors) include: cultural bias and emotional impact of immigrating to the new environment. The Wechsler Intelligence Scale for Children (full scale IQ) was used. The samples included equal numbers of Canadian born and West Indian immigrant children. All participants were from special education classes. Findings upon retest showed greatest gains for children who have been in Canada over two years. Smallest gains are said to be for new arrivals.

- Bognar, C. "West Indians, IQ and Special Education Placement." Orbit, 7, pp. 18-20, April, 1976.

An experiment was carried out with English-speaking West Indian immigrants to ascertain some of the problems in testing for placement.

Bransford, L. "Social Issues in Special Education: Trends and Issues." Phi Delta Kappan, 55(8), pp. 530-532, April, 1974.

In the past two years more individuals than ever before have sued educational systems in the United States because of testing, labeling, and placement practices in the schools. Discusses solutions to those practices as they relate to special education in particular.

Breland, H. et al. The Cross-Cultural Stability of Mental Test Items. An Investigation of Response Patterns for Ten Sociocultural Groups. Final Report. Princeton, New Jersey: Educational Testing Service, February, 1974.

A national random sample of high school seniors was studied with respect to sociocultural differences in responses to cognitive test items. Six different cognitive tests and ten different groups were analyzed. The tests were: vocabulary, picture-number, reading, letter-groups, mathematics and mosaic comparisons. The groups were: American-Indians, Blacks, Mexican-Americans, Puerto Ricans, other Latin-Americans, Oriental-Americans, White Northeastern, White North Central, White Southern and White Western.

Bryen, D. "Special Education and the Linguistically Different Child." Exceptional Children, 40(8), pp. 589-599, May, 1974.

The author reviews the literature to show a disproportionate number of minority group children are being placed in special classes because of linguistically and culturally biased placement tests.

Cervantes, R. "Problems and Alternatives in Testing Mexican-American Students." Integrated Education, 12(3), pp. 33-37, May, June, 1974.

Argues that the basic problem with standardized tests to test Mexican-American students is that they lack "ethnic validity"; they do not accurately or appropriately account for cultural, linguistic or experiential ethnic differences.

Chandler, J. and Plakos, J. "An Investigation of Spanish-Speaking Pupils Placed in Classes for the Educable Mentally Retarded." Journal of Mexican-American Studies, 1(1), pp. 58-63, 1970.

Results indicate that many Mexican-American pupils may have been placed in classes for the mentally retarded solely on the basis of performance on an IQ test which was invalid for Spanish speakers.

Clinkscale, R. "Problems in Placing Minority Graduates From Vocational Programs." Journal of Non-White Concerns in Personnel and Guidance, 3(3), pp. 94-99, April, 1975.

Discusses some of the problems encountered in getting minority students into vocational programs and then in placing them. Considers the role career placement services should play.

Coard, B. How the West Indian Child is Made Educationally Subnormal in The British School System. London: New Beacon Books, 1971.

A critique of the British Education System which uses IQ tests as a "placement-selection" device in schools. These tests are culturally biased against the West Indian child and the results relegate him into classes for the mentally subnormal. This retards his progress.

Coleman, J. et al. "The Locus of Control and Academic Performance Among Racial Groups." In Guterman, S. (Ed.) Black Psyche: The Modal Personality Patterns of Black Americans. Berkeley, Calif.: Glendessary, 1972.

Presents data obtained from school records and questionnaires on the relationship of achievement to aspirations, motivations, self-concept and locus of control in five minority groups and one white group of children. Sense of control over the environment was not strongly related to achievement in minority groups.

Costa, E. and DiSanto, O. "The Italian-Canadian Child, His Family, and The Canadian School System." In Byrne, N. and Quarter, J. (Eds.) Must Schools Fail? The Growing Debate in Canadian Education. Toronto: McClelland and Stewart, pp. 242-250, 1972.

The lack of educational opportunity for Italian students in Toronto schools is identified and criticized. Streaming into vocational programs because of language difficulty is particularly condemned. The education system as it stands, the authors contend, is "designed to assimilate, not educate".

Dean, R. "Internal Consistency of the PIAT with Mexican-American Children." Psychology in the Schools, 14(2), pp. 167-168, April, 1977.

The Peabody Individual Achievement Test (PIAT) was administered to matched samples of thirty Mexican-American and thirty Anglo-American children. Indices of internal consistency and standard errors of measurement were generally equivalent for groups. It was concluded that the PIAT is as reliable with Mexican-American children as with their Anglo counterparts.

DeAvila, E. "Mainstreaming Ethnically and Linguistically Different Children: An Exercise in Paradox or a New Approach?". In Jones, R. (Ed.) Mainstreaming and the Minority Child. Minneapolis, Minn.: Leadership Training Institute, Special Education, Bureau of Adult and Occupational Education, U.S. Office of Education, Department of Health, Education, and Welfare, 1976.

In this paper the author criticizes the contradictory approaches to mainstream testing and questions the validity of the procedures utilized. An alternative system - the PAPI System is practical in its utility as well as sensitive to the special needs of minority children.

Deosaran, R. The 1975 Every Student Survey: Program Placement Related to Selected Countries of Birth and Selected Languages. Toronto: Toronto Board of Education, Research Department, August, 1976.

This is the third in a series of four reports from Toronto's 1975 Every Student Survey. This report describes the relationship between students' social and demographic background and program placement in the elementary and secondary schools in the Toronto School System.

Deosaran, R., Wright, E. and Kane, T. The 1975 Every Student Survey: Students' Background and Its Relationship to Program Placement.

The first of a series of four reports of the 1975 Every Student Survey, this one describes "the demographic, social and academic characteristics of the student population of the Toronto School System". A revised version of the 1970 questionnaire was administered to almost ten thousand students. The questionnaire is included.

Desjarlais, L. L'Evaluation Du Rendement Scolaire Pour Cycles Primaire Et Moyen. (Measuring Achievement at the Primary and Junior Levels.) Toronto: Ministry of Education, 1977.

The purpose of this research was to (a) identify the French language test instruments being used in Ontario and outside the province and to determine their validity in measuring student achievement in terms of the objectives stipulated in Circular P1J1, The Formative Years, (b) to describe current practices for measuring achievement in the Primary and Junior Divisions, and (c) to assess the use of the evaluation results.

Drew, C. "Criterion-Referenced and Norm-Referenced Assessment of Minority Group Children." Journal of School Psychology, 11(4), pp. 323-329, Winter, 1973.

Discusses problems encountered in the psychological assessment of minority children. Traditional norm-referenced measurements have received criticism about cultural unfairness or bias. Cultural bias is not necessarily absent from criterion-referenced measurements either. The questions of who determines the criteria and what those criteria include must be considered if criterion-referenced measurement is to meet the challenge of multicultural evaluation.

Drucker, H. et al. Learning Disability and Ethnic Minority Discrimination. Chicago, Ill.: The Council for Exception Children, 1976. (Paper presented at the Annual International Convention, 1976.)

Discrimination is discussed as it applies to the exclusion of racial minorities in classes for children with learning disabilities. The authors contend that this type of racial discrimination is prevalent nationwide and that the definition of learning disabilities and how it is operationalized has led to the unbalanced situation.

Eels, K. et al. Intelligence and Cultural Differences. Chicago: The University of Chicago Press, 1951.

This volume examines the problem of the 'role' of intelligence tests in modern educational and psychological procedures while questioning the validity of such tests as satisfactory measures of the intelligence of children from widely varying cultural backgrounds. The study provides empirical data with comparisons reflecting the unfairness of such tests when administered to children of different cultural backgrounds.

Fishman, J. et al. Guidelines for Testing Minority Group Children. Ann Arbor, Michigan: Society for the Psychological Study of Social Issues, 1963. (Available from EDRS.)

Educators possess special services and instructional skills, which, if used widely, can assist minority group children in overcoming their early disadvantages. Test results cannot reveal the degree to which the status of disadvantaged children might change if environmental opportunities and incentives for learning were improved. Tests labeled "culturally unfair" may be valid predictors for school criteria which may be socially unfair. Most "culture-free" tests have low predictive validity for academic work.

Flaughar, R. "Some Points of Confusion in Discussing the Testing of Black Students." In Miller, L. (Ed.) The Testing of Black Students: A Symposium. Englewood Cliffs, New Jersey: Prentice-Hall, 1974.

Discusses four major confusions that have delayed the progress toward the realization that testing is not always a source of unfairness for minority students - misconceptions about the nature of the psychometric model, exaggerations about the objectivity of psychometrics, misinterpretations about the meaning of psychometric terms, especially 'validity', and more important, the question of the functions that tests serve.

Flaughner, R. Testing Practices, Minority Groups, and Higher Education: A Review and Discussion of the Research. Princeton, New Jersey: Educational Testing Service, Research Bulletin, 70-41, 1970.

Some of the controversial issues involved in the use of objective tests are reviewed. Three potential sources of bias against minority groups include: irrelevance of the test content, discriminatory administration of the testing program and discriminatory use of the test results. Research investigating the comparative performance of minority and majority group members, the predictive validity of tests and the influences of the testing environment on performance is reviewed.

Flaughner, R. Bias in Testing: A Review and Discussion. TM Report No.36. Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement and Evaluation, 1974.

Recent empirical evidence concerning sex and racial bias in testing is discussed in terms of three primary sources of bias: (1) content of the test itself, (2) atmosphere in which the test is administered and (3) the use to which the test results are put.

Flaughner, R. Minority Versus Majority Group Performance on an Aptitude Test Battery. Princeton, New Jersey: Educational Testing Service, Project Access Research Report No.3, 1971.

Black students from two cities and Mexican-American students, both male and female, showed small but consistent tendencies to perform better, relative to white groups, on three non-traditional measures: tests of inductive reasoning, spatial scanning, and associative memory. Other measures of these same aptitudes, and their validities, remain to be explored in this context.

Ford, J. et al. (COMP.) Report on the Working Conference on the SCRDT (Stanford Center for Research and Development in Teaching) Black English Tests for Teachers (February 19 - 20, 1976). Occasional Paper No.15. Stanford University, California: Stanford Center for Research and Development in Teaching, 1976.

The goal of the conference was to discuss and improve tests constructed as part of an effort to improve the teaching of children who speak one or more varieties of Black English. The tests deal with teachers' knowledge and attitudes related to the history and structure of Black English and reading instruction.

Gershman, J. The 1975 Every Student Survey: The Background of Students in Special Education. Toronto: Toronto Board of Education, Research Department, September, 1976.

This report provides clarification and information related to special education classes and student background. Findings express that male and poorer (socioeconomic groups) students are over represented in special education programs. Italian and Portuguese students are over represented in special education programs. The report mentions that important differences exist both between general student population and among special education programs. Included is a reminder to administrators and teachers to be aware of and sensitive to these differences.

Gershman, J. Testing English as a Foreign Language: Michigan-TOEFL Study. Toronto: Toronto Board of Education, Research Department, 1977.

This is a comparative, methodological study to determine the validity of two commonly used English language proficiency tests in selecting from the Toronto Grade 13 population the students who have learned English as a foreign language and are having difficulty using the language. The two tests were reasonably reliable in selecting the students who were having difficulty with the English language; however, problems arose with some borderline cases. Evidence was not strong enough to recommend one test over the other.

Gordon, M. "The Correlation Between Performance in Secondary School and Performance on the ACT or SAT Test." College and University, 52(1), pp. 107-110, 1976.

The linear correlation between the high school percentile rank and five test scores is examined with regard to Afro-Americans, Spanish-Americans, and white students, and for male and female students. The results raise the question of how ACT and SAT test scores should be used in the admission process.

Green, W. "Separate and Unequal Again." Inequality in Education, 14, pp. 14-16, July, 1973.

Discusses how testing and tracking affect students. Argues that grouping reinforces years of discriminatory treatment in the education of black children, locking them into classroom situations in which the stigmas and hopelessness are the same or worse than in the days of separate but unequal schools.

Green, R. et al. Standardized Achievement Testing: Some Implications for the Lives of Children. Paper prepared for the National Institute of Education Test Bias Conference, December, 1975. (Available from EDRS.)

This paper highlights the impact that the testing industry has on curriculum development, especially during the early elementary grades. Test bias is discussed in three parts: bias due to (1) content factors, (2) bias due to norming, (3) bias due to the testing situation. Following this, the uses and abuses of tests are discussed along with the political and economic implications of misuse.

Grill, J. and Bartel, N. "Language Bias in Tests: ITPA Grammatic Closure." Journal of Learning Disabilities, 10(4), April, 1977.

This article discusses the results of a study of the Illinois Test of Psycholinguistic Abilities for alleged test bias against speakers of non-standard English. It was found that 23 of the 33 sub-test items were identified as potentially high-risk for dialect speakers. The conclusion is that this test is inappropriate as a diagnostic tool for children who speak "non-standard" English.

Henderson, D. "The Assault on Black Culture through the Labeling Process." The Journal of Afro-American Issues, 3(1), pp. 53-61, Winter, 1975. (ICCA Publication.)

A paper concerned with the unfair treatment of black people and their culture due to the unfortunate consequences of a result of negative labeling, inappropriate use of IQ tests on members of this culture.

Hennessy, J. and Merrifield, P. "A Comparison of the Factor Structures of Mental Abilities in Four Ethnic Groups." Journal of Educational Psychology, 68(6), pp. 754-759, December, 1976.

No meaningful differences were found for four ethnic groups (Black, Spanish, Jewish, Caucasian-Gentile) in the factor structures of the CEEB Comparative Guidance and Placement Programs Battery, thus confirming its cross-ethnic factorial validity. Thus it is recommended for use in counselling and placement functions even in institutions having diverse student populations.

Hixson, J. and Epps, E. "The Failure of Selection and the Problem of Prediction: Racism versus Measurement in Higher Education." The Journal of Afro-American Issues, 3(1), Winter, 1975. (An ECCA Publication.)

This paper discusses the college admissions process as it affects minority access to higher education. The major criterion for admission are psychological tests which are generally biased against minorities (black students in particular) and this measure successfully reduces the possibility of large numbers of black and other minorities entering institutions of higher education.

Hoffman, B. The Tyranny of Testing. New York: Collier Books, 1964.

This book is a detailed account of the inadequacies and dangers of mechanical testing. The author takes a critical look at the problems that arise as professional people become inflexibly dependent upon the result of biased testing instruments.

Jensema, C. "A Preliminary Investigation of a Special Education Program for Minority Group University Students." Measurement and Evaluation in Guidance, 5(2), pp. 326-331, July, 1972.

Minority group students were compared with a matched group whose performance on the Washington Pre-College Test Battery indicated they were high risk students. It was found that those in the special minority group program did far better than WPC scores had predicted, while the matched group did about as expected.

Jensen, A. "Do Schools Cheat Minority Children." Educational Research, 14(1), pp. 3-28, November, 1971.

Large representative samples of Negro and Mexican-American children from kindergarten to 8th grade in largely de facto segregated schools were compared with white children in the same school district on a comprehensive battery of tests of mental abilities and of scholastic achievement in addition to personality inventories and indices of socioeconomic and cultural disadvantage. It is concluded that schools in the districts do not cheat minority students in terms of conventional educational criteria, but that might be concluded were it shown that their ability patterns require different instructional approaches to optimize their scholastic learning.

Jensen, A. "Ethnicity and Scholastic Achievement." Psychological Reports, 34(2), pp. 659-668, April, 1974.

An examination of the contribution of pupils' ethnic group membership to the prediction of scholastic achievement by means of a battery of diverse psychological tests and background information in a large sample of children from three ethnic groups in a California school district is reported.

Jones, R. (Ed.) Mainstreaming and the Majority Child. Minneapolis, Minn.: Leadership Training Institute/Special Education, Bureau of Adult and Occupational Education, U.S. Office of Education, Department of Health, Education, and Welfare, 1976.

This important book presents fifteen papers on fundamental issues relating to mainstreaming and the minority child. The book addresses itself to "those persons who administer, evaluate, or teach minority students in mainstream settings". A mix of both theoretical questions and practical models are offered under five headings.

- Kagan, J. "The IQ Puzzle: What are we Measuring?". Inequality in Education, 14, pp. 5-13, July, 1973.

Discusses weaknesses and cultural biases of intelligence tests.

- Labov, W. "Systematically Misleading Data from Test Questions." Urban Review, 9(3), pp. 146-170, 1976.

Discusses issues which "pertain to the success of children in school in answering test questions, the success of linguistic students in analyzing their answers, and generally the educational institution as a whole". Concludes that "the main reason for reading failure in the inner cities is the cultural conflict between the educational system and the street culture".

- Little, A. "Performance of Children from Ethnic Minority Backgrounds in Primary Schools." Oxford Review of Education, 1(2), pp. 117-135, 1975.

This study examines the achievement differences of immigrant and non-immigrant children in England. Results indicate (a) Asians appear to be performing at a higher level than West Indians, (b) length of education in the United Kingdom appears to be more important in school performance than length of residence or birthplace, (c) social and ethnic mix appears to have little influence on performance of either group, and (d) poor performance of immigrant children occurs across the curriculum.

- Lucker, W. et al. "Performance in the Interdependent Classroom: A Field Study." American Educational Research Journal, 13(2), pp. 115-123, Spring, 1976.

The performance of 5th and 6th grade Anglos and minorities was compared working in small interdependent learning groups or in traditional, teacher-focused classrooms. A covariance analysis indicated that Anglos perform equally well in both groups. Minorities performed significantly better in interdependent classes than in traditional classes.

- Marjoribanks, K. "Achievement Orientation of Canadian Ethnic Groups." Alberta Journal of Educational Research, 18(3), pp. 162-173, September, 1972.

Results of the study indicate that the Jewish and the white Anglo-Saxon Protestant groups which are over-represented in the upper levels of the Canadian occupational hierarchy, are characterized by a combination of above average achievement orientation and intelligence test scores.

Marjoribanks, K. "Ethnic and Environmental Influences on Mental Abilities." *American Journal of Sociology*, 72(2), pp. 323-337, September, 1972.

In this study, the relationship between a refined measure of the learning environment of the home and the levels and profiles of a set of mental ability scores of children from five Canadian ethnic groups was examined. Significant group differences persisted in the verbal, number and reasoning scores.

McClung, M. "Competency Testing: Potential for Discrimination." *Clearinghouse Review*, pp. 439-448, September, 1977.

The author takes a critical look at competency-based testing and examines some of its implications for minority students. She expresses concern about "the potential for discrimination" inherent in such testing and suggests a number of provisions which might help to reduce these dangers.

Medd, G., Hayball, H., Dilling, H. "A Description of Foreign Born Students in One Scarborough Collegiate." Scarborough: Scarborough Board of Education, Research Department, 1972.

This is a study designed to identify problem areas in characteristics and education of foreign born students as a prerequisite for planning remedial programs to aid academic achievement and social adjustment. 197 students (Portuguese, Italians, Chinese, Greek, German, Scottish and English) from a variety of socioeconomic student levels were used. The findings demonstrate that there are no significant correlations between IQ and school marks or between reading scores and average marks. Problem areas were directly related to school treatment of students; the family; levels of skills, ability and motivation of students.

Meeker, M. and Meeker, R. "Strategies for Assessing Intellectual Patterns in Black, Anglo, and Mexican-American Boys - Or Any Other Children - And Implications for Education." *Journal of School Psychology*, 11(4), pp. 341-350, 1973.

This study questions the use of a general IQ score as a basis for conclusions relating to studies of intelligence, especially with minority children. Instead, it looks at item-responses from Stanford-Binet tests. Using Guilford's Structure of Intellect Model applied to organismic responses, the authors tallied the item responses.

Messick, S. and Anderson, S. Educational Testing, Individual Development, and Social Responsibility. Princeton, New Jersey: Educational Testing Service, 1970.

Recent harsh criticisms that educational and psychological tests are unfair and inadequate measures of the capabilities of minority, poverty, and other educationally alienated groups are discussed. The adequacy of measurement and the question of bias, the appropriateness of test use and the question of fairness, the side effects of testing, the problems of misinterpretation and secondary use of tests, the ethics involved and the social consequences of not testing are other important topics discussed and analyzed in some detail.

Moody, J. An Evaluation of the Khalsa-Diwan Moberly Educational Program (Under the Mango Tree). Vancouver: Vancouver Board of School Trustees, Department of Planning and Evaluation, Research Report 71-27, 1971.

The "Under the Mango Tree" program "was intended to provide children (primarily East Indian and others with specific learning difficulties) with learning experiences that would improve their language abilities, motor-perceptual skills and socialization". The students were pre- and post-tested on a variety of scales.

Moore, E. "Summary of Results of the Survey on Standardized Testing and Evaluation." Willowdale: North York Board of Education, Research Department, 1969.

This is a survey which was conducted in an effort to examine existing standardized testing and evaluation practices in North York schools. Questionnaires were sent to teachers, principals and guidance counsellors. Conclusions expressed the need for more guidance in the use and interpretation of test results and for special tests for non-English speaking students and handicapped persons.

Morin, A. "Do Educational Films Produced with Same-Race Communicators Promote Learning?". The Journal of Negro Education, 45(2), pp. 197-203, 1976.

Based on the theory of imitation learning, a study was designed to investigate the identification of students with the race of the communicator as a variable influencing learning, through measurement of attitude change in a black population when exposed to an instructional film with either black or white actors. It was hypothesized that black students from high or low SES would achieve greater attitude change when exposed to treatment with black actors and that high SES black students would more significantly identify with white actors than would their peers from low SES. Neither hypothesis was supported.

Mowat, S. Main Street School and Regional Reception Centres: A Comparison of Graduates. Toronto: Toronto Board of Education, Research Department, 1969.

This study compared the experiences and feelings of immigrant students who had graduated from a special program at a separate New Canadian facility (Main Street School) with those of immigrant students who had graduated from similar programs at Regional Reception Centres attached to regular schools. Semi-structured interviews were conducted and teacher ratings collected and compared for fifteen matched pairs. Some of the findings were: (1) A majority of students in both programs felt that the school's main goal should be to improve English vocabulary and pronunciation. (2) In both programs students tended to make friends primarily with their own ethnic group and to speak English infrequently.

Mowat, S. and St. Lawrence, C. New Canadian Activities: Summary of Teachers' Responses to a Questionnaire. Toronto: Toronto Board of Education, Research Department, 1969.

Some of the findings of this study were: (1) Composite profile of a New Canadian student revealed a frustrated, lonely, fearful and insecure person. (2) Teachers perceived family based sources of conflict - economic problems, parental retention of old customs of behavior and thought, and parental educational expectations that are occasionally too high. (3) Major complaint - lack of coherent placement procedures due to lack of culture-free measures of ability and inadequate numbers of student services staff trained to deal with ethnic problems. Includes self-made questionnaire.

Mukherjee, A. et al. Measurement of Intellectual Potential of Mexican-American School-Age Children. Texas Education Agency, Austin: Texas State Department of Mental Health and Mental Retardation, 1976.

Described is the development of an ethnologically unbiased test for proper classification of Mexican-American elementary students. Educational implications of the test include screening, placement, and differential diagnosis of strengths and weaknesses. Description of seven sub-tests are appended.

Newland, T. "Testing Minority Group Children." In Williams, G. and Gordon, S. (Eds.) Clinical Child Psychology: Current Practices and Future Perspectives. New York, New York: Behavioral Publications, 1974.

Discusses the problem of teacher expectancy in the school performance of minority children and briefly reports the successful use of the Blind Learning Aptitude Test with both black and white blind children.

North York Board of Education. Recommended Guidelines for the Reception, Assessment and Placement of Immigrant Children Whose Native Language is Other Than English or is a Dialect of English Other Than Canadian. Toronto: Board of Education for the Borough of North York, Student Services Department, Community and Continuing Education Department, April, 1977.

This guide deals with approaches to the establishment of cordial relationships and communication between the school and the new-comer; methods for evaluating the child's educational background and academic progress (includes use of interpretation services). A brief note of caution in the use of standardized diagnostic measures has been included.

Oakland, T. "Assessing Minority Group Children: Challenges for School Psychologists." Journal of School Psychology, 11(4), pp. 294-303, 1973.

With an increasing number of cases currently coming to the court's attention to examine the conditions under which educational and psychological testing practices violate one's constitutional rights, this article considers the responses from school systems, professional organizations, the Federal government, school psychologists and the testing industry. The assessment of minority group children constitutes the article's major thrust.

Oakland T. and Emmer, E. "Effects of Knowledge of Criterion Groups on Actual and Expected Test Performance of Negro and Mexican-American Eighth Graders." Journal of Consulting and Clinical Psychology, 40(1), pp. 155-159, February, 1973.

The results suggest that knowledge of a criterion group may not consistently alter the test performance of persons from minority groups.

Oakland, T. "Assessment, Education and Minority Group Children." Academic Therapy, 10(2), pp. 133-140, Winter, 1974, 1975.

Discusses the problems of educational assessment for minority group children. Ambivalence of test and IQ results is commented upon, and it is argued that assessment practices are needed which serve: (a) to improve the development and status of all persons rather than to determine and rigidify one's status; (b) to foster the development of various talents, abilities and values rather than to restrict development; and (c) to help people make wise and informed decisions rather than to have decisions imposed on them.

O'Donnell, H. "ERIC/RCS Report: Cultural Bias: A Many-Headed Monster." Elementary English, 51(2), pp. 181-184, 214, February, 1974.

Explores how cultural bias exerts itself in the classroom through ethnic stereotypes in children's books, the use of standardized tests based on white, middle class norms and biased teacher attitudes.

Proceedings. National Conference on Minimum Competencies: Trends and Issues. Bossone, R. and Troyka, L. (Eds.) New York: CASE, Graduate School and University Center of the City University of New York, March 4, 1977.

The main purpose of this conference was to "share general information and to exchange ideas about developing guidelines for measures of minimum competencies". The volume includes five papers and a summation by the authors.

Proceedings. National Conference on Testing: Major Issues. Bossone, R. and Weiner, M. (Eds.) New York: CASE. Graduate School and University Center, City University of New York, November 17, 18, 1977.

The main objective of this conference was to "highlight and clarify major issues in testing". The thirteen papers presented at this conference are reproduced in this volume and include the uses and misuses of testing in education.

Ramsey, C. and Wright, E. Grade Nine Program Placement; Non-Canadian Born Students: Their Placement in Grade Nine Programs and Its Relationship to Other Factors. Toronto: Toronto Board of Education, Research Department, 1969.

This study was conducted to determine why more Canadian born students rather than non-Canadian born students are presently in 5-year programs. Factors investigated for possible influence on Grade 9 placement were sex, urban versus rural background, age on arrival, language and school performance. Conclusions reached were: (1) Cultural beliefs of parents, especially about the education of females, as well as the importance of working for a living appear related to the underrepresentation of immigrant students in a 5-year program. (2) These factors as well as language ability would have to be considered if the proportion of immigrants in a 5-year program is to be increased.

Ramsey, C. and Wright, E. The Relation of Language and Rural-Urban Background to Academic Achievement and Ability. Toronto: Toronto Board of Education, Research Department, 1969.

The background data for this study was obtained from a student questionnaire. Tests measuring English competence, arithmetic skills and general level of intelligence were administered. Students were divided into Group A (Canadian born, English monolinguals); Group B (Canadian born bilinguals); Group C (Non-Canadian born, English monolinguals); and Group D (Non-Canadian born bilinguals). Further subdivision was made according to urban background (Groups A1, B1, C1 and D1) and rural background (Groups A2, B2, C2 and D2). Some of the findings were: (1) Urban students ranked higher than students with a rural background. (2) Tests involving language skills were the least sensitive to differences in urban-rural background.

- Ramsey, C. and Wright, E. Language Backgrounds and Achievement in Toronto Schools. Toronto: Toronto Board of Education, Research Department, February, 1970.

This report identifies some of the relative advantages and disadvantages enjoyed by differing language groups in the Toronto School System. Eight groups of students were selected and studied in an attempt to determine whether cultural differences produce distinct patterns of performance on a variety of measures. Several charts of statistical data are included.

- Ramsey, C. and Wright, E. Students of Non-Canadian Origin: Age on Arrival, Academic Achievement and Ability. Toronto: Toronto Board of Education, Research Department, 1970. (Report No.88) New Canadian Study.

Sample divided into two groups: (a) Monolinguals - Non-Canadian born students who learned English as a mother tongue. (b) Bilinguals - Non-Canadian born students who learned English as a second language. Scores on IQ test measures collected. Results show that both English speaking and non-English speaking immigrants suffer handicaps which may take two years to overcome. Age on arrival is a factor in future academic achievement, especially in English, if the student is over six or seven years of age on arrival.

- Ramsey, C. and Wright, E. The Raven Progressive Matrices: A Review of Literature Relating to its Selection for Use in the New Canadian Study. Toronto: Toronto Board of Education, Research Department, 1968. (Report No.58) New Canadian Study.

Topics covered are ability tests, problems involved in testing intellectual ability, theories of intelligence, Raven Progressive Matrices, 1938 (PM), studies evaluating the use of PM, use of PM in cross-cultural and sub-cultural studies, and testing procedures used in the New Canadian Study. Literature reviewed from 1938 - 1968.

- Rattan, M. and MacArthur, R. "Longitudinal Prediction of School Achievement for Metis and Eskimo Pupils." Alberta Journal of Educational Research, 14(1), March, 1968.

This article summarizes a study concerning the need for the use of "culture-reduced" tests in testing programs for native Metis and Eskimo pupils. Tests such as the IPAT Test of g., the (SCRIT) proved to have less cultural bias for these pupils. In the study, whites of low socioeconomic status were compared with Metis and Eskimo children over a 4-year period.

Ratteray, J. The Testing of Cultural Groups. A Paradigmatic Analysis of the Literature on Testing and a Proposition. Santa Monica, California: Rand Corporation, November, 1974.

Through a paradigmatic analysis of the literature, this document identifies the existing testing paradigm as a monocultural one and it relates the various efforts to produce a culture-fair test. The analysis suggests a procedure by which tests can be developed and/or evaluated if they are to depict accurately the performance of various cultural groups.

Rivers, W., Mitchell, H. and Williams, W. "IQ Labels and Liability: Effects on the Black Child." Journal of Afro-American Issues, 3(1), pp. 63-74, Winter, 1975. (ECCA Publication.)

This paper examines the limitations of IQ testing; the dangers of misclassification, and the moral as well as legal consequences of such unfortunate situations. Alternatives and recommendations are offered.

Rogers, R. and Wright, E. "The School Achievement of Kindergarten Pupils for whom English is a Second Language. A Longitudinal Study Using Data from the Study of Achievement." Research Service. Toronto: Toronto Board of Education, Research Department, July, 1969.

This is a survey of immigrant pupils in Toronto and it is concerned with the communication and cultural problems in the ESL classes. Findings include: (1) pupils have an average performance that is distinctly different from that of the monolingual pupils; (2) ESL pupils are not a homogenous group and vary in their facility with English as well as their assets and/or deficits with which they enter the school system. It is suggested that school systems consider these factors in planning programs.

Sabatino, D., Kelling, K. and Hayden, D. "Special Education and the Culturally Different Child: Implications for Assessment and Intervention." Exceptional Children, 39(7), pp. 563-567, April, 1973.

Discusses the biases of current placement tests for minority children and considers the need for nonverbal "culture-free" tests and bilingual examiners. Three alternative approaches for providing a more equal and relevant education for such children are presented: (a) education for cultural plurality; (b) bridge to cultural assimilation, and (c) education for cultural assimilation.

- Samuda, R. Psychological Testing of American Minorities: Issues and Consequences. New York: Harper and Row, 1975.

This book presents an overview of perspectives and current trends with regard to standardized norm-referenced tests that are used with minority or disadvantaged groups in America. It discusses the drawbacks of the testing system and deals with the unfortunate social consequences affecting these groups as a result of such tests, and offers an alternative. An annotated bibliography is included.

- Samuda, R. "Problems and Issues in Assessment of Minority Group Children." In Jones, R. (Ed.) Mainstreaming and the Minority Child. Minneapolis, Minn.: Leadership Training Institute, Bureau of Adult and Occupation Education, U.S. Office of Education, Department of Health, Education and Welfare, 1976.

In this paper the author examines the serious consequences that traditional psychological testing hold for minority group children. He points out the gate-keeping function of these tests which lead to retardation of social mobility of minorities. He also emphasizes the deleterious effects of the labeling as "intellectually inferior" as a direct result of the use of such tests.

- Samuda, R. "Testing Non-Mainstream Students in Canadian Schools." School Guidance Worker, 31(4), pp. 37-41, March, 1976.

The issue addressed in this paper deals with the extent to which the general use of tests by well-meaning counsellors may be harmful in its implications when applied to student populations who do not fit the mainstream cultural pattern.

- Samuda, R. "From Ethnocentrism to a Multicultural Perspective in Educational Testing." Journal of Afro-American Issues, 3(1), pp. 4-14, Winter, 1975. (ECCA Publication.)

This paper discusses the possible harmful effects of the use of certain psychological testing devices which attempt to measure mental potential. The writer points out the inappropriateness of the black/white comparison due to their different cultural and socioeconomic group structure, thus stressing the inappropriateness of the use of the IQ test (developed on whites).

- Samuda, R. and Tinglin, W. "Can Testing Serve Minority Needs?". School Guidance Worker, 33(4), pp. 39-44, March, April, 1978.

In this challenging article the authors call for new initiatives in psychological testing as a means of opening up educational opportunity to all children regardless of their ethnic and socioeconomic background. They argue for a change of direction away from norm-referenced testing to the development of criterion-referenced tests and similar tests of diagnostic value.

- Samuda, R. and Tinglin, W. "Use of Tests in the Education of Canadian Immigrants: Building on Strengths or Deficits?"

This article discusses the appropriateness of standardized testing as a method of assessing and placing immigrant students within the school system. The authors argue that changes in the socio-cultural character of the school population necessitates searching for methods of assessment that are more appropriate for minority group individuals.

- Scales, A. and Smith, G. "Strategies for Humanizing the Testing of Minorities." Negro Educational Review, 25(4), pp. 174-180, October, 1974.

Argues that most standardized tests are biased against minorities, especially black Americans, several alternatives and guidelines are suggested to alter the present unfair administration, interpretation and testing process.

- Scarborough Board of Education. "Principal's Curriculum Committee on Evaluation and Testing: Survey of Opinion Regarding the Standardized Testing Program in Reading." Scarborough: Scarborough Board of Education, 1972.

In this survey, 96 principals, 109 subject chairmen, 117 teachers from elementary schools in Scarborough, and 7 area superintendents were used as the sample. The purpose was to obtain opinions on standardized testing programs in reading. The result suggested that tests did not measure reading enjoyment and were improper for handicapped or foreign born students. Suggestions for improvement of the testing and interpretation are included.

- Smith, M. "Assessing the Verbal Behavior of Non-Standard Speakers: Some Observations and Proposals." Journal of Negro Education, 42(4), pp. 473-488, Fall, 1973.

The assumption that inability on the part of minorities to speak standard American English (SAE) implies a corresponding inability to conceptualize and reason clearly is attacked and the importance of assessing non-standard speakers' verbal and conceptual ability in a non-foreign medium of communication is stressed. Language programs should therefore cease imposing a standard language and its values and strive instead to enrich non-standard speakers' dialect to suit the needs of the classroom and the heritage of the students.

- Snider, J. "Achievement Test Performance of Acculturated Indian Children." Alberta Journal of Educational Research, 7, March-December, 1961.

This article describes test results on the assumption that Indian-White performance differences on achievement tests are decreased with increased acculturation of the North American Indian groups. The schools involved in the research were the Lapwai and Idaho public schools. Results substantiated the hypothesis that increased acculturation of North American Indian groups does decrease differences among Indian-White children in performance on achievement tests.

- Swanson, E. and DeBlassie, R. "Interpreter Effects on the WISC Performance of First Grade Mexican-American Children." Measurement and Evaluation in Guidance, 4(3), pp. 172-175, October, 1971.

First grade rural Mexican-American children were tested to determine whether the use of a bilingual interpreter would significantly influence their Verbal Performance and Total IQ scores. Results indicate no significant difference.

- Taylor, J. "Newcastle Upon Tyne: Asian Pupils Do Better Than Whites." British Journal of Sociology, 24(4), pp. 431-447, December, 1973.

Compared the educational achievement of 53 Asian boys (Indian and Pakistani) with that of 56 English boys selected in a proportional random sample from the same school. Results show that a higher proportion of Asian students continued in school past age 15, that Asian boys had higher career expectations, and that a high proportion of Asians gained admission to the university. Asian students received more educational encouragement from their parents, perhaps as a reflection of cultural traditions and this encouragement had the greatest effect on the Asian students.

- The Anatomy of Racism: Canadian Dimensions. (Hughes, D.R. and Kallen, E. Montreal: Harvest House, 1974, 230 pp.

This publication examines the subject of race and racism from the perspectives of anthropology and sociology. The first part of the volume, which explores the physiological basis of race, emphasizes the zoological unity of the human species. The second part offers a full discussion of the dynamics of ethnic stratification, and of the factors affecting relations between majority and minority groups, with particular reference to the Canadian society.

Finally, they conclude that the consequences of the use of IQ tests include: (a) racial discrimination affecting IQ scores, and (b) administrator versus testee differences affecting IQ scores.

- Thomas, P., Chinsky, J. and Aronson, C. "A Pre-School Educational Program with Puerto Rican Children: Implications as a Community Intervention." Journal of Community Psychology, 1(1), pp. 18-22, January, 1973.

Describes the first two years of a program using twenty-four Spanish-speaking female undergraduates as tutors with fifty-seven Puerto Rican children. Results indicate increases in vocabulary, colour recognition and labeling as well as marginally significant gains in IQ scores. The use of the home as the location of tutoring and the limitations of the program as a community intervention are discussed.

- Tolliver, B. "Discrimination Against Minority Groups in Special Education." Education and Training of the Mentally Retarded, 10(3), pp. 188-192, October, 1975.

Describes some of the elements which determine the placement of minority children into special education classes, specifically testing practices, language barriers, and books and materials. Three sources of unfairness in test practices are discussed: (a) test control; (b) the conditions under which the tests are administered, and (c) the way in which the scores are used (e.g. special education placement). The pros and cons of the methods used to modify the language administration procedures of standardized tests are also discussed.

- Toronto Board of Education, Research Department. A Comparison of the Ontario School Ability Examination and the Wechsler Intelligence Scale for Children in Assessing the Intelligence of Immigrant Children of Non-English Speaking Background. Research Service Report No.26, 1964.

Twenty-five English speaking and twenty-five non-English speaking Canadian children equated on sex and chronological age were given the Ontario School Ability (OSA) test and the performance section of the Wechsler Intelligence Scale for Children (WISC). Results showed that the two tests do not tap the same areas of intelligence; therefore, scores on these tests should not be used interchangeably. The age and background of each child should be taken into consideration along with test results.

- Torrance, E.P. "Assessment of Disadvantaged Minority Group Children." School Psychology Digest, 2(4), pp. 3-10, Fall, 1973.

Presents some of the constructive approaches used to assess more adequately than do standard tests the status of disadvantaged minority group children. Most standard tests exhibit both racial and economic bias in their questions. Research supporting this contention is described. It is suggested that tests biased in favour of disadvantaged minorities could give useful information about what might be expected of these children. Attempts to create such instruments are detailed. Other alternatives are suggested.

Townsend, H. and Brittan, E. Organization in Multiracial Schools. London, England: National Foundation for Educational Research in England and Wales, 1972.

This report is organized in ten chapters. Some of the topics discussed are the schools' definition of immigrants and of immigrants with language difficulties; grouping, streaming and extended courses; staffing; problem areas and assessment of ability and attainment.

Vernon, P. Intelligence and Cultural Environment: Metheun's Manuals of Modern Psychology Series. London, England: Metheun and Company, Ltd., 1969.

This book describes recent psychological theories on the nature of intelligence and the influence of environmental factors, and argues that culture and child rearing practices affect the development of abilities (linguistic, sensory motor and perceptual). The study attempts to show how cultural and educational influences in Jamaica, in East Africa and among Indians and Eskimos in Canada affect the development of various abilities. Results of psychological and educational tests are incorporated in the argument presented which also treats the problems of testing "disadvantaged" children or adults in the developing countries.

Wahlstrom, M., Danley, R. and Raphael, D. Measuring Achievement at the Primary and Junior Levels. Toronto: Ministry of Education, 1977.

This study was designed: (a) to make an item analysis of commonly used standardized tests to determine their relationship to the objectives of Circular P1J1, The Formative Years; (b) to make an in-depth examination of evaluation practices in nine selected school boards, and (c) to obtain opinions of administrators, teachers, and parents regarding testing practices and policies.

Warren, S. et al. "Teacher Nominations of Minority and Low SES Students for Special Education." Education, 96(1), pp. 57-62, Fall, 1975.

Numerous studies indicate that minority group students are more likely to be chosen by educators as learning handicapped. The present study solicited the names of students in need of special education from 203 regular class teachers in a school system with a restricted SES range and which was 99 percent white.

Wheeler, L., Tuddenham, R., and Kirk, S. "Cultural Deprivation: Longitudinal Approaches." In Anastasi, A. Individual Differences. Fordham University, New York: John Wiley and Sons, Inc., pp. 202-226, 1965.

This section describes three longitudinal studies and their findings with regard to cultural deprivation. They reflect the changes in intelligence test performance and the academic progress of children after the area had undergone significant improvement of its socioeconomic and educational systems. This study was completed in a follow-up study after a 10-year period had elapsed.

Williams, R. "Moderator Variables as Bias in Testing Black Children." Journal of Afro-American Issues, 3(1), pp. 77-86, Winter, 1975. (ECCA Publication.)

This paper discusses the mal-effects of the moderator variable upon blacks and other minority children. It specifically points out the need for a closer examination of the important moderator variable as test and criterion characteristics rather than as person characteristics. Since these instruments are too often biased against the minority groups.

Williams, R. "The BITCH-100: A Culture-Specific Test." Journal of Afro-American Issues, 3(1), pp. 103-114, Winter, 1975. (ECCA Publication.)

This article discusses various types of tests that are commonly used (norm-referenced, criterion-referenced, etc.) and the problems associated with them. The author proposes the "BITCH-100" which is a culture-specific test for black people and which would provide accurate assessment for this group.

Wiseman, S. "Environmental Handicap and the Teacher." In Wall, W. and Varma, V. (Eds.) Advances in Educational Psychology. New York: Barnes and Noble, 1972.

Argues that, although educational researchers delineate existing learning problems, underlying mechanisms are not yet understood and thus guidelines cannot be given to teachers. To illustrate this dilemma, an overview of research into the effects of environmental conditions (e.g. immigration) on learning is presented. The role of teacher attitudes is discussed.

Wright, E. Programme Placement Related to Selected Countries of Birth and Selected Languages. (Further Every Student Survey Analysis.) Toronto: Toronto Board of Education, Research Department, October, 1971.

A statistical analysis of the Every Student Survey (1970) made in Canada examines language and occupational categories of students involved in current ESL programs. The initial analysis of the results indicates that students whose parents held low-income jobs are more likely to be found in special vocational programs than children whose parents held high-income jobs. Students of English as a second language were determined to be twice as likely to have parents in the lower occupation categories as children who learned English as a mother tongue. This report presents ten tables of statistical data which further refine the initial analysis.

Zirkel, P. and Gable, R. "The Reliability and Validity of Various Measures of Self-Concept Among Ethnically Different Adolescents." Measurement and Evaluation in Guidance, 10(1), pp. 48-53, April, 1977.

An examination of the test-retest reliability and construct validity of selected types of self-concept measures (non-verbal, verbal, pictorial and observer-ratings) among a multi-ethnic population. Five self-concept measures were administered to 218 seventh and eighth grade pupils from inner-city public schools.

7. BIBLIOGRAPHIES

Caskey, O. and Hodges, J. (COMP.) A Resource and Reference Bibliography on Teaching and Counselling the Bilingual Student.

Citations for 733 selected references published between 1914-1967 cover materials on the teaching and counselling of bilingual students. Literature dealing with Indian and Mexican-American children is included.

Cordasco, F. Immigrant Children in American Schools: A Classified and Annotated Bibliography with Selected Source Documents. Fairfield, New Jersey: Augustus M. Kelley, Publishers.

This bibliography contains 1,500 briefly annotated entries on the immigrant child in the United States, his school and his community. References are also provided on: the immigrant community in the New World; conflict, assimilation/acculturation and interethnic relations; the Americanization movements; eugenics, psychological testing and race typologies.

Devoraczek, M. Minority Groups in Metropolitan Toronto: A Bibliography. Ontario: Ontario Ministry of Labour, Research Branch Library, January, 1973.

The books listed are mentioned in many other bibliographies. This is particularly valuable for its listings of theses and periodicals.

D'Oyley, V., Gibb, D. and Nizami, F. Annotated Bibliography of Literature Related to the Tests Constructed by the Department of Educational Research, Ontario College of Education, University of Toronto. Toronto: University of Toronto, Ontario College of Education, Department of Educational Research, 1965.

Provides test constructors, users, reviewers and researchers with information about use of tests constructed by Department of Educational Research, Ontario College of Education. Annotation provided for all writings up to the end of 1963.

Jayatilleke, R. (COMP.) Grouping Practices. ERIC/CUE Capsule Bibliography Series No.1. Columbia University, New York: ERIC Clearinghouse on the Urban Disadvantaged, August, 1976.

This is the first of a series of Capsule Bibliographies on current issues in urban and minority education. It is a selection from a computer search using suitable descriptors matched against a Standard Educational Resources Information Center (ERIC) Clearinghouse profile for urban and minority concepts. The bibliography covers materials in the ERIC system from January, 1970 through March, 1976.

Love, R. References on Counselling Minority Youth: A Four-Part Series. Sacramento, California: California State Department of Education, Bureau of Pupil Personnel Services, 1964.

This bibliography is divided into four parts. The first lists general educational references; the second lists references on social and cultural backgrounds of minority or culturally diversified youth; the third part is concerned with guidance and counselling of minority or less advantaged youth and the fourth part is a list of audio-visual materials. Almost all the entries are briefly annotated.

Mallea, J. and Philip, L. "Canadian Cultural Pluralism and Education: A Select Bibliography." Canadian Ethnic Studies, 8(1), pp. 81-88, 1976.

The most current in its subject area, this extensive, non-annotated bibliography is organized into four sections: (1) Other Bibliographies, (2) Cultural Pluralism, (3) Immigrants, (4) Language Learning.

Noble, V. et al. (COMP.) Counselling the Asian-American Client: An Annotated Bibliography of Journal Literature, 1964 - 1974. (Available from EDRS)

This bibliography contains over 150 entries from professional journals covering the period from 1964 - 1974. The citations are extensively annotated with respect to purpose, method and conclusions of each article.

Non-Discriminatory Testing: A Selective Bibliography. Exceptional Child Bibliography Series No. 645. Reston, Va.: Council for Exceptional Children, Information Services and Publications, 1975.

This annotated bibliography contains approximately 75 abstracts and associated indexing information for documents published from 1962 to 1974. Citations are categorized according to assessment factors related to the test takers, the test giver and the test itself. References included aspects such as testing problems, test interpretation, and test validity in regard to minority group children and students with hearing, visual, physical and language handicaps.

Pane, R. "Doctoral Dissertations on the Italian-American Experience Completed in the United States and Canadian Universities: 1908 - 1974." International Migration Review, 9(4), pp. 545-546, Winter, 1975.

This is a brief extract from a complete bibliography of United States and Canadian Doctoral Dissertations on Italian subjects, comprising more than 3000 items and covering the 110-year period from 1863 through 1974.

Research: Annotated Bibliography of New Canadian Studies (1969). Toronto: Toronto Board of Education, Research Department, 1970.

This publication contains the abstracts of twenty studies.

Research Annotated Bibliography. Toronto: Toronto Board of Education, Research Department, 1972.

These annotated bibliographies published by the Toronto Board of Education list research conducted in 1971 and 1972. Additional bibliographies for 1968, 1969 and 1970 are included in the ERIC system under ED 062239, ED 061136 and ED 061135 respectively.

"We Talk, You Listen: A Select Bibliography." Personnel and Guidance Journal, 50(2), pp. 145-146, October, 1971.

An adjunct to the articles contained in the same issue on ethnic groups. This bibliography is designed to assist readers, particularly counsellors, in expanding their knowledge of such groups through readings by Chicanos, Indians and Puerto Ricans.